CHALLIS JOINT SCHOOL DISTRICT #181

Policy and Procedure – 2000 Series

Instruction

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Instruction Policy Guiding Principles 2000

The Board adopts policies governing student instruction. In doing so, the Board prioritizes the following principles, aims, and values:

1. Foster District students' self-discovery, self-awareness, and self-discipline.
2. Cultivate in students a love of learning.
3. Help students develop sensitivity to the needs and values of others as well as awareness of and appreciation for cultural diversity as well as individual and group differences.
4. Stimulate intellectual curiosity and growth.
5. Equip students with the literacy skills they will need throughout their K-12 education and beyond.
6. Ensure students have the knowledge and skills they need in science, technology, engineering, and mathematics (STEM) and career/technical fields.
7. Set high academic expectations for all students.
8. Provide fundamental instruction in career concepts and skills.
9. Prepare students to succeed in post-secondary education and in self-directed lifelong learning.
10. Ensure students are taught the adult living skills they will need to thrive.
11. Support students in developing the knowledge and abilities they will need to achieve their goals.
12. Provide opportunities for each student to strive for excellence and instill a desire to reach their fullest potential.
13. The Board will work to improve student achievement and help each student achieve at a high level.
14. Ensure students develop the social and emotional skills necessary to understand and manage their emotions, achieve their goals, and build positive relationships with others.
15. Ensure students master critical thinking skills and equip students to be informed and contributing citizens.
16. Ensure instruction is free of any sexual, cultural, ethnic, or religious bias.
17. Meet the needs of all students, regardless of factors such as the following: race, color, national origin or ancestry, sex, gender identity, or sexual orientation, ethnicity, age, language barrier, religious beliefs, disability, economic or social conditions, actual or potential marital or parental status or status as a homeless child.
18. Involve parents/guardians in the education of their child.
19. Provide parents with a voice in setting the District's instructional aims and approaches.
20. Tailor planning, instruction, and assessment to serve each student's needs, strengths, and interests.

Cross Reference
2100 Curriculum Development and Assessment

Policy History
Adopted on: 2/2025
Reviewed on:
Revised on:

Curriculum Development and Assessment 2100

The Board is responsible for curriculum adoption and must approve all significant changes; including the adoption of new textbooks, new courses, and new remote learning programs; before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy, mission statement, objectives and goals.

Development and Assessment

A written sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and District education goals and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well.
The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.
In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including the content and data, the accomplishment of appropriate skill, the development of critical thinking and reasoning, and attitude.

The District will use assessment results to improve the educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

1. Standardized tests
2. Criterion-referenced tests
3. Teacher-made tests
4. Ongoing classroom evaluation
5. Actual communication assessments such as writing, speaking, and listening assessments
6. End of year assessments
7. Samples of student work and/or narrative reports passed from grade to grade
8. Samples of students' creative and/or performance work
9. Surveys of carry-over skills to other program areas and outside of school

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

Cross Reference:
2800 Accreditation Objectives

Legal Reference:
I.C. 33-512A District Trustees - District curricular materials adoption committees
I.C. 33-1601 et seq. Courses of Instruction
IDAPA 08.02.01 et seq. State Board of Education – Rules Governing Administration

Policy History:
Adopted on: 10/11/04
Reviewed on 11/07/18, 3/2025
Revised on: 1/15/19, 9/2020, 2/2021

Lesson Plan 2110

To ensure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared in advance of the actual class presentation. The format for the lesson plan will be specified by the building Principal and shall be reviewed on a regular basis. The plan book or computer plan must be readily available when a substitute teacher is needed.

Careful Planning should precede:

1. The opening of the school year
2. The beginning of a project
3. The daily activities that address the needs of students

Planning should include all or parts of the following:

1. Statement of objective
2. Procedures and strategies to be used
3. Organizational materials and instruction
4. Materials-basic and supplementary
5. Evaluation of students

Planning should be creative and challenging as well as continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

Policy History:
Adopted on: 10/11/04
Reviewed on: 11/07/18
Revised on: 7/13/09, 5/8/13, 1/15/19, 2/2021, 3/2025

Program Evaluation and Diagnostic Tests 2120

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program.
2. A provision for staff, resources, and support to achieve the stated expectations and purposes.
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test.

Cross Reference:
2140 Student and Family Privacy Rights
3575 Student Data Privacy and Security
Legal Reference:
20 U.S.C § 1232(h) FERPA: Protection of Pupil Rights
I.C. § 1601 et seq. Courses of Instruction
I.C. § 33-6000 Parental Rights

Policy History:
Adopted on: 10/11/04
Reviewed on: 11/07/18, 2/2021, 3/2025
Revised on: 7/2023

K-3 Reading Intervention 2125

The District strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal, the District shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. The District's reading intervention program will include research-based literacy, instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

The District will provide a research-based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in handwriting, phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify parent(s)/guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, parent(s)/guardian(s), and other pertinent school personnel, if applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The

District shall notify the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified verbally or in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that their student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, other applicable school personnel and the parent(s)/guardian(s)
2. A description of the current services that are provided to the student
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency;
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent(s)/guardian(s) will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Literacy Training for School Board Members

All Trustees elected or appointed after July 1, 2021, shall participate in at least one board member orientation focused on:

1. State and District-level resources available for literacy intervention and improvements; and
2. School, District, and State level data available to track progress on student literacy proficiency and growth toward proficiency; and
3. How to set measurable goals for improving student proficiency.

By June 30, 2023 or following this date if directed by the State Board of Education, every Trustee shall participate in at least one board member orientation or the literacy intervention orientation and training provided by the State Board of Education.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education in their annual continuous improvement plan the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading

Cross References:
1315 District Planning
1650 New Board Member Training

Legal Reference:
I.C. § 33-1805 Reading Instruction and Intervention
I.C. § 33-1806 Reading and Literacy Assessment
I.C. § 33-1807 Literacy Intervention
I.C. § 33-1809 Accountability and Continuous Improvement

Other Reference:
Idaho Comprehensive Literacy Plan
https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20PlanCOMPLETE%20FINAL%201-29-16.pdf

Policy History:
Adopted on: 11/18
Reviewed on: 11/07/18
Revised on: 1/15/19, 2/2021, 8/2021, 3/2025

Research Studies 2130

The District recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system as well as growth in the profession and growth for individual teachers and researchers.

Simultaneously, the District recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the District should be allowed to be conducted in the school system.

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Superintendent at least three weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Superintendent will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study will be provided free of charge to the District.

Research studies making use of any survey, test, questionnaire, enumeration, or measuring device shall comply with all applicable requirements noted in policy 2140.

Cross Reference:
2120 Program Evaluation and Diagnostic Tests
2140 Student and Family Privacy Right

Legal References:
I.C. § 33-6000 Parental Rights

Policy History:
Adopted on: 10/11/04
Reviewed on: 11/07/18, 3/2025
Revised on: 2/2021, 7/2023

Student and Family Privacy Rights 2140

Surveys – General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Any noncurricular-related survey, well-being questionnaire, or health screening must be approved by the Superintendent or designee before it is administered by an employee to any student. For the purpose of this policy, noncurricular survey shall mean surveys other than those conducted as part of a student's course of study.

Personally, identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests
2. Administer student aid programs
3. Improve Instruction

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents to students by anyone other than the representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a District official, staff member, or student
2. Regardless of whether the student answering the questions can be identified
3. Regardless of the subject matter of the questions

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian
2. Mental or psychological problems of the student or the student's family
3. Behavior or attitudes about sex
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom students have close family relationships
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

In the case of such surveys, the student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request.
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercises this opt out option.

In the case of surveys, tests, or measuring devices on the following topics, the survey shall be provided to the parent(s)/guardian(s) and written parental permission shall be obtained before the survey is administered to the student. Such surveys shall also require Board approval.

1. A student's sexuality;
2. Sex;
3. Religion;
4. Personal political beliefs;
5. Mental or psychological problems;
6. Personal family information; and
7. Individual or family financial information.

For the purposes of this policy, personal family information means any of the information in this list or any personally identifiable information as defined in policy 3575 about a student or any of their immediate relatives.

The employee overseeing any test, measurement device, survey, questionnaire, or screening for which permission is required shall maintain documentation that all required parental and/or administrative permission has been given.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name
2. A home or their physical address (including street name and the name of the city or town),
3. Telephone number
4. A Social Security identification number

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the

following:

1. College or other post-secondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary schools and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
5. The sale by students of products or services to raise funds for school-related or education related activities
6. Student recognition programs

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request
2. How to opt their child out of participation in activities as provided in this policy
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled, or expected to be scheduled
4. How to request access to any survey or other material described in this policy

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

Cross Reference:
2520 Selection, Adoption, Use, and Removal of Curricular Materials
3200 Student Rights and Responsibilities
3500 Student Health, Physical Screenings and Examinations
3575 Student Data Privacy and Security
4175 Required Annual Notices
4250 Education Research in District Schools
Legal Reference:
20 U.S.C. 1232h Protection of Pupil Rights
34 CFR Part 99 Family Educational Rights and Privacy
I.C. 33-6001 Parental Rights
Policy History:
Adopted on: 10/11/04
Reviewed on 11/07/18, 2/2021, 9/2022
Revised on: 1/15/19, 7/2020, 7/2023, 3/2025

Student and Family Privacy Rights – Consent Form 2140F

The Protection of Pupil Rights Amendment (PPRA), requires the District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following areas:

1. Political affiliations or beliefs of the student or student's parent.
2. Mental or psychological problems of the student or student's family.
3. Sexuality, including but not limited to sex behavior or attitudes.
4. The student's sex.
5. Illegal, anti-social, self-incriminating, or demeaning behavior.
6. Critical appraisals of others with whom respondents have close family relationships.
7. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
8. Religion, including but not limited to religious practices, affiliations, or beliefs of the student or parents;
9. Individual or family financial information, including but not limited to income.
10. Personal family information.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"). Surveys and the following activities scheduled after the school year starts, the District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to **Kim Williams at P.O. Box 304, Challis Idaho 83226. Kim Williams** will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ (parent/guardian's name) give my consent for _____ (child's name) to take _____ (survey name) on or about _____ (date).

Parent's signature: _____

Please return this form no later than _____ (date) to the following school official:

Kim Williams
P.O. Box 304
Challis, Idaho 83226

Policy History:
Adopted on: 9/2022
Reviewed on: 3/2025
Revised on: 7/2023

Copyright 2150

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized physical or electronic copying or use of audio, visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is sometimes permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. While unauthorized use is allowable for these purposes in some cases, uses are prohibited even if they are for one of these purposes. A use is more likely to be considered fair use if the original work is changed in some way or used for a purpose their than its original purpose, such as changing a song to create a satirical parody or the use of a song as accompaniment to an interpretive dance performance. Copying of a relatively small portion of the original work is also more likely to be considered a fair use than uses that reproduce more of the work. Uses for which no fee or charge is collected are also more likely to be considered fair use than those for which there is a fee or charge, such as a cost of admission to a play or concert. Whether a particular use is considered fair use depends on the specifics of each situation, especially:

1. The purpose and character of the use, including whether such use is for commercial purposes or nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and substantiality of the part that's used compared to the copyrighted work as a whole.
4. How the use might effect the market for, or value of, the copyrighted work.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required. The Superintendent or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential to be considered an infringement.

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Cross Reference:
2510 Selection of Library Materials
2570 Use of Commercially Produced Video Recordings
8605 Retention of District Records
8700 Computer Software

Legal Reference:
17 USC 107 Limitations on Exclusive Rights: Fair Use
USC TITLE 17 Copyrights
Other References
ISBA Policy Services https://www.idsba.org/member-services/policy/
National Association for School Music United States Copyright Law: A Guide for Music Educators
NFHS Learning Center Understanding Copyright Laws Regarding Your School Musical
Policy History:
Adopted on: 10/11/04
Reviewed on: 11/07/18, 2/2021, 3/2025
Revised on: 11/9/10, 1/15/19, 9/2020, 7/2026

Copyright Compliance 2150p

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

Any reproduction of copyrighted materials for classroom use should be:

1. Brief: The amount copied should be short relative to the total length of the work. This requirement should not be circumvented by creating multiple small batches of copies.
2. Spontaneous: It should be done because the individual teacher chooses to, not because it has been directed by someone who supervises them.

Each employee shall maintain records of permission they have received to duplicate copyrighted materials. These materials shall be retained for a minimum of five years. Copies of site licenses, network licenses, and other permission to copy computer software will be maintained by the district office personnel.
Whether copying, performing, or using copyrighted material is within the requirements of the law depends on a variety of features of the particular use. Any employee who is unsure whether a specific use complies with the requirements of copyright law and this procedure should request direction as described in Policy 2150.

Copying Teaching Materials
Any copying of classroom materials, such as textbooks, research journals, or test preparation materials must comply with federal copyright law and administrative rules. The copyright should be disclosed on the documents used. The District may have contractual relationships with publishers that control the permitted and/or prohibited use of classroom materials and textbooks. These contractual terms must be followed, and questions about them shall be directed to building administrator. Staff are directed to exercise particular caution when copying materials related to standardized tests. All questions about the use of such materials shall be directed to the District’s test coordinator.

Authorized Reproduction and Use of Copyrighted Material in Print
In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one per pupil for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines.

1. **Brevity**:
   A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words
   B. Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph
   C. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose
2. **Spontaneity**: The copying should be at the “instance and inspiration” of the individual teacher.
3. **Cumulative Effect**: Teachers are limited to using copied material for only one course in

the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical issue during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

4. **Record Keeping**: Each school employee shall maintain personal records regarding each school year's annual cumulative effect use. Further, an individual employee shall maintain records of permission they have received to duplicate copyrighted materials. These materials shall be retained for at least five years. Copies of site licenses, network licenses, and other permission to copy computer software will be maintained by the District Office.

Each physical and electronic copy of copyrighted material must include a clear and obvious notice of the copyright.

Copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints, or periodicals, nor can they repeatedly copy the same item from term-to-term.

Digital Technology/Distance Learning

The District may send copyrighted materials as part of any distance learning classes, provided use complies with guidelines set forth in federal regulations and the following criteria are met:

1. The performance and/or display is a regular part of instruction; and
2. Technical measures are used to reasonably prevent recipients keeping material beyond the class session or distributing it. Such measures may include:
   A. Ensuring the material is only sent to students enrolled in the course.
   B. Requiring an assigned password or login to access the material is no longer needed by the student enrolled in the course.
   C. Disabling the print function for any copyrighted materials.
   D. Including a watermark on copyrighted materials.
   E. Streaming copyrighted materials to students rather than providing them as files saved to a website.

Performances

Some performances of music; such as playing a piece in class, rehearsing it at school outside of school hours, and performing it for the school and for parents; does not generally require permission of the copyright holder. However, other uses, such as performing for a general audience or rehearsing music along with any acting that might accompany it as part of a musical play, may require permission of the copyright holder. Additionally, copyright law restricts when, how, and for what purpose copies can be made of sheet music.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

While copyright law may allow the recording of student performances in some contexts, sharing or selling those copies typically requires a license.

The District may have purchased a subscription or membership to an entity that allows the District's use of certain copyrighted materials. Questions about such agreements and included content shall be directed to the Superintendent.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use, providing the copying falls within the scope of fair use.

Use of Copyrighted Materials on Websites or in Materials Produced by the District

No copyrighted logos or other graphics, videos, or music may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Use of such copyrighted materials without copyright holder permission is also prohibited on print materials created by the District, such as flyers, programs, and publications.

Cross Reference:
2510 Selection of Library Materials
2570 Use of Commercially Produced Video Recordings
8605 Retention of District Records
8700 Computer Software
Legal Reference:
17 USC 107 Limitations on Exclusive Rights: Fair Use
USC TITLE 17 Copyrights
Other References
ISBA Policy Services https://www.idsba.org/member-services/policy/
National Association for School Music United States Copyright Law: A Guide for Music Educators
NFHS Learning Center Understanding Copyright Laws Regarding Your School Musical

Procedure History:
Adopted on: 11/9/10
Reviewed on: 11/07/18, 2/2021, 3/2025
Revised on: 1/15/19, 9/2020, 3/2022, 7/2026

Computer Science 2160

NOTE: Effective fiscal year 2020

The District shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours at the school at which they are enrolled.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

Legal Reference:
I.C. § 33-1634 Computer Science
IDAPA 08.02.03.105.01. Credit Requirements
Policy History:
Adopted on: 6/12/19
Reviewed on: 2/2021, 3/2025
Revised on:

School Year, Calendar, and Instructional Hours 2200

School Fiscal Year

The fiscal year of the school is from July 1 to June 30

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.

School hours will be maintained unless decreed otherwise by the Superintendent of Schools. Teachers shall not dismiss any class from school attendance prior to scheduled dismissal time without administrative approval.

Holidays / Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.
For those commemorative days designated in I.C. § 73-108 that fall on a school day, the teachers and students shall devote a portion of the day to the observance of that holiday.

Instructional Hours

The District shall provide the minimum number of instructional hours for students at each grade level as follows:

1. Kindergarten: 450 hours
2. Grades 1-3: 810 hours
3. Grades 4-8: 900 hours
4. Grades 9-12: 990 hours

Teacher In-service Days

Not more than 22 hours may be utilized for in-service teacher activities.

Legal References:
I.C. § 33-512 Governance of Schools
I.C. § 33-701 Fiscal year – Payment and Accounting of Funds
IDAPA 08.02.01.250.01 Required Instructional Time
IDAPA 08.02.01.250.03 Day in Session When Counting Pupils in Attendance
Policy History:
Adopted on: 10/11/04
Reviewed on: 2/14/05, 11/18, 2/2021, 1/2024, 1/2025, 4/2025, 2/2026
Revised on: 1/15/19

School Closure 2210

The Superintendent may order the closure of schools in the event of extreme weather, facility failures or other emergency, in compliance with established procedures for notifying parents, students and staff.

Legal Reference:
I.C. § 33-512 Governance of schools
Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised on:

Weather-Related School Closure Procedure 2210p

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures:

Superintendent

- Only the Superintendent shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Superintendent.

Central Administrative Personnel

- Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Maintenance Supervisor and Business Manager depending on the nature of the emergency.

Building Level Administrators, Non-Teaching Exempt Personnel, & Key Support Staff

- All building-level administrators and non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school, in the event that school has been closed, is properly and safely cared for and returned home per District policy. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust their work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

12-Month Classified Employees

- In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Superintendent. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Ten- and 11-Month Classified Employees

- Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent. If such employees do not report for duty,

they shall complete a District leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other Nine-Month Classified Employees

- These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, nine-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent.

Teachers (Including Counselors)

- If schools are closed for weather or other emergency conditions, teachers should report for duty if conditions are safe, unless directed otherwise. In cases of school closures, it is customary for the days to be made up at another time; thus, teachers will typically still fulfill their contract days. The district will allow teachers to make up this day using flexible professional development days when this applies or they may choose to take a personal day.

Procedure History:
Promulgated on:
Reviewed on: 1/09/19, 2/2021
Revised on: 1/14/19, 9/2020, 3/2025, 7/2025

Air Quality Restrictions on Outdoor Activities, Practice and Competition 2215

The Challis School District is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices, or athletic contests.

The Superintendent or their designee shall consider the Idaho Department of Environmental Quality's (DEQ) assessments of air quality as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

Typically, the following guidelines will be followed:

1. Air Quality 51 to 100: Measures will be taken to reduce prolonged or heavy exertion outdoors by unusually sensitive people. Outdoor activities are permissible, paying close attention to those students who are unusually sensitive to air pollution.
2. Air Quality 101 to 150: Measures will be taken to reduce prolonged or heavy exertion outdoors for all students and staff. Outdoor activities are permissible only when additional rest periods are provided for students. The Superintendent or designee will confer with the school's athletic director and school nurses or other medical personnel, if available, to determine appropriate additional rest periods. School personnel shall closely monitor all students, particularly those groups that are sensitive to poor air quality.
3. Air Quality over 150: Measures will be taken to avoid any outdoor physical activity by students or staff. All students and staff will remain indoors, and outdoor activities are not permissible. In the event an activity has begun and during the event the air quality rises above 150, all participants will be moved indoors until the air quality decreases to below 150 or the event will be cancelled or postponed as determined by the Superintendent or designee. Prior to a scheduled outdoor event, when air quality is over 100, the Superintendent or designee may postpone, move, or cancel the outdoor activity.

The following protocol shall be used to determine whether students, including student athletes, will be allowed to participate in outdoor activities when the air quality rates as Unhealthy for Sensitive Groups or worse as indicated on the DEQ guidelines.
The District shall use the measurement taken on the http://airquality.deq.idaho.gov/ to determine the District's air quality.
The Superintendent shall be responsible for deciding whether to hold or cancel outdoor recess and practices and contests for middle school/junior high and high school activities.
The decision to hold or cancel outdoor activities shall be made no less than one hour in advance of the activity.
Best efforts will be made to provide notice that an outdoor activity will be held or cancelled. Such notice shall be communicated to students, staff, coaches, parents, and the community via chain of command.

Policy History
Adopted on: 11/2020
Revised on: 3/2025
Reviewed on: 2/2021

Pre-Kindergarten Programs and Kindergarten Jump Start Program 2220

Kindergarten Jump Start Program

The District may offer a four-week kindergarten jump start program for students whose score on a kindergarten screener provided by the District indicates they are below kindergarten readiness levels.

If offered, the kindergarten jump start program must offer a training program for parents/guardians on actions and activities that they can do that are associated with student success. For a child to be eligible for the jump-start program, the child's parent/guardian must attend the training.

Prekindergarten Programs

The District may establish a pre-kindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for the District to provide such a program for all four-year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children who are beginning to experience social, emotional, and/or physical problems, regardless of whether they are related to maturational development
2. Provide an educational experience that will ease or eliminate these problems at an early age, reducing adjustment and/or learning problems in subsequent years
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility
4. Identify children who would not otherwise attend a preschool prior to entering public school and provide them with equal learning opportunities
5. Provide experiences for the parents of these children to volunteer as classroom aides and how to help their children prepare for and adjust to it.
6. Provide learning experiences in early childhood education and childcare for high school students through cooperative arrangements with the district high school.

If any such program is instituted by the District, such program may be separate and apart from any services provided to pre-kindergarten students under the Individuals with Disabilities Education Act or other special education laws.

Legal Reference:

Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised on: 9/12/12, 1/14/19, 8/2021

Grade Organization 2230

The District has instructional levels for grades kindergarten through twelve. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are:

1. Class size, peer relations
2. Student/teacher relations
3. Instructional style of individual teachers
4. Any other variables that will affect the performance of the student

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Legal Reference:
I.C. § 33-302 Classification of school Districts
Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised on: 1/09/19

Class Size 2240

The District will strive to achieve ratios consistent with the following state class size ratio goals:

Grade Level	Number of Students
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Junior High	160 per teacher
High School	160 per teacher
Alternative School 7th-12th	18 average daily class load

The Challis School District Board of Trustees recognizes that achieving the goal of this policy is dependent upon the financial ability of the District. The Superintendent shall review overloaded class situations and may place an assistant in the classroom or offer other solutions to relieve overloaded class conditions.

Legal Reference:
IDAPA 08.02.02.110
Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised On:

Guidance and Counseling 2300

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with State laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students
2. Provide students with planned opportunities to develop future career and educational plans
3. Refer students with special needs to appropriate specialists and agencies
4. Aid students in identifying options and making choices about their educational program
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students
6. Provide for a follow-up of students who further their education and/or move into the world of work
7. Solicit feedback from students, staff and parents for purposes of program improvement
8. Assist students in developing a sense of belonging and self-respect

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

Legal Reference:
I.C. § 33-1212 Elementary school counselors
IDAPA 08.02.03.108 Guidance Programs
Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised on:

Required Elementary Instruction Offerings 2303

In accordance with the mission and vision of the District and with Idaho Law, the District offers the following courses of instruction for all elementary students:

1. Fine Arts (art and music).
2. Health and wellness.
3. Physical Education.
4. Computational thinking and digital literacy.

Legal Reference
IDAPA 08.02.03.104.01 Other Required Instruction

Policy History
Adopted on: 8/2023
Revised on:
Reviewed on: 3/2025

Nutrition Education 2310

Quality nutrition education should be presented creatively, be grade appropriate, and build knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.
Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.
The District has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate.
2. Healthy choices to decrease illness.
3. Sources and variety of foods.
4. Guide to a healthy diet.
5. Diet and disease.
6. Understanding calories and food as energy.
7. Healthy snacks.
8. Healthy breakfast.
9. Healthy diet.
10. Food labels.
11. Major nutrients.
12. Multicultural influences.
13. Serving sizes by age, sex, and activity level.
14. Proper sanitation.
15. Importance of fluid intake and selection.
16. Identifying and limiting low nutrition food.

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.
All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.
Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.
Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The District Nutrition Committee described in Policy 8210 will be responsible for these activities.

School Community

For a truly comprehensive approach to the school-based nutrition programs and services, it is crucial that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school food service and other personnel; parents; and students need to be involved in this effort. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events, such as fundraisers.

Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. Schools will also encourage the use of foods that comply with Smart Snacks in Schools standards for any classroom celebrations involving food. The District celebrations/parties, rewards, and fundraising activities.

Cross Reference:
2310 Nutrition Education
4180 Community Involvement in Student Nutrition and Exercise
7310 Advertising in Schools/Revenue Enhancements
8200 Local School Wellness
8210 District Nutrition Committee
8230 District Nutrition Standards
8235 Water Consumption/Water Bottle Policy
8240 School Meals

Legal Reference:
42 U.S. Code 178b Local School Wellness Policy
7 C.F.R 210.11 Competitive Food Service and Standards
7 C.F.R. 210.12 Student, Parent, and Community Involvement
7 C.F.R. § 210.3 Local School Wellness Policy
I.C. § 33-512 District Trustees – Governance of Schools

Other References:
Smart Snacks in School Regulations by the United States Department of Agriculture

Policy History:
Adopted on: 3/2022
Revised on: 7/2022
Reviewed on: 3/2025

Health, Sex Education, and Human Sexuality 2320

Health, family life and sex education, including information about parts of the body, reproduction and related topics, shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives.

Sex Education

While District schools do not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

1. Sexual conduct;
2. Sexual pleasure;
3. Sexual intimacy;
4. Sexual abuse;
5. Sexual violence;
6. Eroticism;
7. Pornography;
8. Deviant sexual behavior;
9. Sexual attraction;
10. Sexual orientation or any form of sexual identity;

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Classroom instruction that does not meet these criteria are prohibited. Before providing instruction on any of these topics or other sex education, the District shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/guardians shall be provided with a form to provide written permission for their student to receive the instruction. Students will only participate in instruction on this topic if their parent/guardian has provided this signed form within one week of the time this instruction begins. Alternative educational activities shall be provided for students who have not received this permission.

If a parent/guardian believes their student has received instruction on one of these topics without the permission described above, the parent may address their complaint as described in Procedure 2320.

Board directs that sex education instruction shall include instruction on abstinence. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor.

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

Additionally, any instruction on human biology, contraception, or STIs provided to students in grades 5 through 12 shall be accompanied by a viewing of a video that meets the following requirements:

1. It must be at least three minutes long;
2. It must show the development of the brain, heart, sex organs, and other vital organs in early fetal development; and
3. It must include a high-quality, computer-generated rendering or animation showing the

process of fertilization and every stage of human development inside the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.

Before a student can view such a video, their parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above.

The Board believes that instruction on STIs is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about STIs before they reach the age when they may adopt behaviors that increase their risk of contracting STIs.

In order for education about STIs to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing in-service training that includes appropriate teaching strategies and techniques.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

Alcohol, Tobacco and Drug Education

Students shall receive education regarding the use of alcohol, tobacco and drugs. The Superintendent, or designee, shall develop curriculum for use in health education that provides instruction to students in the areas of prevention, education, treatment, rehabilitation and legal consequences of alcohol, tobacco and drug use.

Cross Reference:
2340 Controversial Issues and Academic Freedom

Legal Reference:
I.C. 18-807 Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
I.C. 33-1605 Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
I.C. 33-1608 et seq. Family life and Sex Education – Legislative Policy
I.C. 33-1611A Requiring Permission for Instruction Addressing Human Sexuality
I.C. 33-1637 Human Growth and Development Instruction in Public Schools
I.C. 33-342 Adoption Education
I.C. 33-6001 Parental Rights
I.C. 39-8201 et. Seq. Idaho Safe Haven Act
IDAPA 08.02.03.160 Safe Environment and Discipline

Other References
ISBA Policy Services https://www.idsba.org/member-services/policy/

Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised on: 1/14/08, 5/2020, 8/2024, 7/2025, 12/2025

Health, Sex Education, and Human Sexuality – Parent Complaints 2320P

If a child receives instruction in human sexuality, as defined in Policy 2320 or in IC 33-1609, without the written parent permission described in that policy, the parent/guardian is encouraged to first discuss it with the teacher with the objective of resolving the matter promptly and informally. If the parent and teacher resolve the situation informally, teacher shall seek to obtain a retroactive permission slip from the parent/guardian to be filed with the other permission slips. If the complaint is not resolved informally, the parent/guardian can provide written notice to the Superintendent that they believe a violation of the parent notice portion of Policy 2320 has occurred. The District shall provide a form for the parent/guardian to use in making such complaints. The parent/guardian shall indicate on the form whether they:

1. Provide retroactive permission for the instruction; or
2. Request rectification.

The Superintendent or their designee shall meet with the parent/guardian and the student who attended the class. The Superintendent or designee shall then investigate the complaint. This investigation may include, but will not necessarily be limited to:

1. Student interviews and statements;
2. Interviewing the teacher and other adults who may have been present or otherwise have knowledge of the situation; and
3. A review of the educational standards, District process and District procedures relating to educational matters of sex education and human sexuality as defined in Policy 2320.

Within 30 days of receiving the written complaint, the Superintendent or designee shall provide a summary of their findings to the Board at a regular or special Board meeting. If the parent/guardian provided retroactive permission for the instruction, this permission shall be added to the District records. If the parent/guardian requested rectification, the Board shall determine whether rectification should be provided. The Superintendent shall determine what form this rectification shall take, which may include:

1. A recommendation from the Superintendent to the Board for amendments to the District's policies and procedures regarding human sexuality as defined in Policy 2320;
2. A recommendation from the Superintendent to the Board to revisit the District's curriculum relating to sex education, human sexuality as defined in Policy 2320 or related subject matters;
3. An apology from the District; and
4. Direction from the Superintendent to District staff on how similar situations should be addressed in the future.

The Superintendent shall also decide whether to take disciplinary action against any employee who violated the parent notice requirements described in Policy 2320. Any such action would be confidential, as described in IC 33-518, IC 74-104, and IC 74-106 Therefore, the complaining parent/guardian will not be notified of any disciplinary action taken.

Cross Reference:
2340 Controversial Issues and Academic Freedom

Legal Reference:
I.C. 18-807 Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
I.C. 33-1605 Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
I.C. 33-1608 et seq. Family life and Sex Education – Legislative Policy
I.C. 33-1611A Requiring Permission for Instruction Addressing Human Sexuality
I.C. 33-1637 Human Growth and Development Instruction in Public Schools

I.C. 33-342 Adoption Education
I.C. 33-6001 Parental Rights
I.C. 39-8201 et. Seq. Idaho Safe Haven Act
IDAPA 08.02.03.160 Safe Environment and Discipline

Policy History:
Adopted on: 7/2025
Reviewed on:
Revised on:

Health, Sex Education, and Human Sexuality - Parental Permission Form 2320F

Parental Permission Form for Sex Education or Instruction Related to Human Sexuality

This form provides notice that the District intends to provide instruction beginning on _____ (date) on the following topics that fall within the definition of human sexuality provided in state law or other sex education.
While District schools do not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

1. Sexual conduct;
2. Sexual pleasure;
3. Sexual intimacy;
4. Sexual abuse;
5. Sexual violence;
6. Eroticism;
7. Pornography;
8. Deviant sexual behavior;
9. Sexual attraction;
10. Sexual orientation or any form of sexual identity;

The upcoming instruction will include _____
_____
_____
_____

Please provide a signed copy of this form to the District between the following dates:

_____ and _____

[NOTE: This notice must be returned within one week of when the instruction begins].
I understand the Board directs that a philosophy of abstinence shall be a part of and the underlying principle in all sex education instruction. Because this alone may not prevent pregnancies and sexually transmitted infections, the Board allows for instruction in sex education including sexually transmitted infections, birth control, adoption and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgments of the instructor.

Please check the option that applies:
_____ Yes**.** I give permission for my child to receive this instruction.

_____ No**.** I do not give permission for my child to receive this instruction. I wish for them to receive alternative instruction instead.

Parent Name: _____

Parent Signature: _____

Date: _____

Driver Training Education 2325

The District may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public School Driver Education and Training.

Anyone residing in the District between the ages of 14 ½ through 21 years of age, irrespective of whether they are enrolled in the District, is eligible to enroll in the District's driver training program. Priority will be given to those students who are oldest, and the maximum number of students enrolled in the program with one instructor shall be 25. If two instructors are employed, the maximum number of students shall be in accordance with the Idaho State Department of Education Driver Education Manual.

Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays, or during regular school vacation periods. The District may offer a joint driver training program with other districts.

No charge or enrollment fee shall be required of a student not enrolled in the District, unless public school students are required to pay such enrollment fees or charges.

A fee shall be assessed to cover those costs which are not reimbursed by state funds, except that this fee may be waived or reduced by the Principal for students whose families, by reason of their low income, would have difficulty paying the entire fee.

The purpose of the program is to introduce students to a course of study that leads to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the State Department of Education.

Cross Reference:
3440 Student Fees, Fines, and Charges/Return of Property
Legal Reference:
I.C. 33-1701 et seq. Driver Training Courses
I.C. 49-110 Definitions
I.C. 49-307 Fee for Class D Driver's Training Instruction Permit - - Class D Supervised Instruction Permit
IDAPA 08.02.02.230
Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised on: 11/14/05, 6/14/06, 1/14/08, 3/17,1/14/19

Community and Adult Education 2330

The District makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 3/2025
Revised on: 1/14/19

Digital Citizenship and Safety Education 2335

Technology will be integral to curriculum, instruction, and assessment. The District's educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.
The Superintendent will ensure that District students are educated on appropriate online behavior, including cyber-bullying awareness, digital citizenship, and online safety and etiquette. Instruction will be given to students as appropriate to the educational and developmental needs of students.

The Superintendent will ensure that teachers, administrators, and other staff members responsible for supervising students' Internet use receive professional development, training, and resources in the following areas:

1. Monitoring of student online activities
2. Instruction of students in proper online etiquette
3. Instruction of students in discerning among online information sources and appropriate materials
4. Bullying and cyber-bullying awareness and response, in accordance with the District's bullying policy
5. Instruction of students on appropriate interaction in social networking websites and chat rooms

The District may use the following methods of providing instruction on appropriate online behavior and cyber-bullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate
2. Class assemblies or special instruction given in the school library or media center
3. Special technology courses that are required for students at various grade levels
4. Online courses required for students to use a district network account.

Cross Reference:
3270 District Provided Access to Electronic Information, Services, and Networks
3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
5265 Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying
Legal Reference:
I.C. § 18-917A Student Harassment – Intimidation – Bullying
Pub. L. 106-554 Children's Internet Protection Act (CIPA)
Pub. L. 110-385 Broadband Data Services Improvement Act
20 U.S.C. § 6777 Internet Safety
47 C.F.R. § 54.520(c)(1)(i); Implementing CIPA: Certifications Required Under 47 USC 254(h) and (i)
Policy History:
Adopted on: 10/10/2012
Reviewed on: 1/09/19, 11/2019, 2/2021
Revised on: 12/2023, 4/2025

Controversial Issues 2340

The District shall offer courses of study that provide learning experiences appropriate to the students' level of understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

The District affirms that the District, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

The Board recognizes the need for teachers to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but not necessarily be limited to:

1. Politics
2. Science
3. Health and sex education
4. Values and Ethics

Teachers shall guide discussions and instruction in a thorough and objective way to help students understand the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students
2. District philosophy of education
3. Community standards, morals and values
4. The necessity for a balanced presentation
5. The necessity to seek prior administrative counsel and guidance in such matters

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, objective, and impartial
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and no one idea or viewpoint should necessarily prevail
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding sex, race, ethnicity, religion, color, or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include arguing the individuals should be treated adversely on the basis of any of the attributes listed above.
4. No distinction or classification of students shall be made on account of race or color, other than as required for collection or reporting of demographic data required by public schools.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed
2. The school shall provide for parents to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Principal
3. The teacher shall notify parents when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials.
4. Members of the community may only be invited to speak in class with permission of the principal as outlined in the School Board Policy on "Controversial Speakers".

Cross Reference:
2320 Health Enhancement Education
2345 Speakers in the Classroom and at School Functions
2345p Speakers in the Classroom and at School Functions - Controversial Speakers Procedure
2425 Parental Rights
2425p Parental Rights - Parent/Guardian Notification of Changes in Health and Well-being
2425f Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being
2580 Use of Animals in Educational Programs
2580p Use of Animals in Educational Programs - District Procedure on Dissection of Animals
2580f Use of Animals in Educational Programs - Student Permission for Exposure to Animals(s)
Legal Reference:
I.C. § 33-138 Dignity and Nondiscrimination in Public Education
I.C. § 33-139 Prohibition on the Expenditure of Moneys for Certain Purposes
I.C. § 33-512 Governance of schools
Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 4/2025
Revised on: 1/14/19, 5/2020, 2/2021, 3/2022, 8/2024, 7/2025

Controversial Issues Form **2340f**

Parental Opt-Out Form for Sex Education

I, _____, parent/guardian of _____, request that my child be removed from class and/or student activities when planned instruction is given in the subject of sex education.

I understand the Board directs that sex education instruction shall include instruction on abstinence. Because this alone may not prevent pregnancies and sexually transmitted infections, the Board allows for instruction in sex education including sexually transmitted infections, birth control, adoption and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgments of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as abortion or on the use of birth control methods.

Date_____

Signature of Parent/Guardian _____

Speakers in the Classroom and at School Functions 2345

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows District policies and procedures.

All speakers must be invited with the school Principal's approval. If the subject is controversial the Principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Speakers and/or presenters who use electronic technology devices for presentation must have the presentation previewed by the classroom teachers, district sponsor of the speaker/presenter, or building administrator. Where possible, district owned computers and projection devices should be used.

Controversial Speakers

The Board recognizes that visiting speakers may be of specific persuasions and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering, and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

Legal Reference:
I.C. § 33-512 Governance of schools
Policy History:
Adopted on: 10/11/04
Reviewed on: 1/09/19, 2/2021, 4/2025
Revised on: 2/13/12

Controversial Speakers - Procedure 2345p

No overall Standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the education process or endanger the health and safety of students or staff. The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students
2. Selection of speakers and topics should be congruent with the curriculum of the course or function
3. The teacher/sponsor and school building administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of their presence
4. The teacher/sponsor or designee must give one-week prior notification to the Principal or designee. The Principal or designee may waive the one-week notification requirement if extenuating circumstances are present
5. Minimal disruption to the normal flow of school operation is a high priority.
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office
7. No person who encourages or advocates breaking the law shall be invited to speak
8. Teachers should ensure that the presentation and follow up is consistent with District-approved programs and politics
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when the speakers are in the classroom
10. Prior to their appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations
    a. Profanity, vulgarity and lewd comments are prohibited
    b. Tobacco, alcohol or drug use is prohibited
    c. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of the students and staff
11. If the speaker and/or presenter who uses electronic technology devices for the presentation must have the presentation previewed by the classroom teachers, district sponsor or the speaker/presenter, or building administrator. Where possible, district owned computers and projection devices should be used
12. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Superintendent or designee, the Principal or designee, and the teacher/sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The administrators shall review the teacher/sponsor pertinent information concerning the request and render a final decision on the issue

Legal Reference:
I.C. § 33-512 Governance of schools
Procedure History:
Promulgated on:
Reviewed on: 1/09/19, 2/2021
Revised on: 1/14/19, 4/2025

Student Religious Activity at School 2350

In keeping with the United States and Idaho Constitutions and judicial decisions, the District may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of the District and must "navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed." They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, non-proselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that the District imposes on other student- organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property.

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays but may not observe them as religious events.

Policy History:
Adopted on: 10/11/04
Reviewed on: 2/2021
Revised on: 02/2019, 4/2025

Release Time Instruction 2355

For students in grades K through 8 (K-8), the District will not allow release time.

Upon application, students in grades 9-12 may be excused from school provided that no student will be excused in excess of four periods in a school week or 165 hours in any given school year.

The Board shall, in its sole discretion, determine release time(s).

Release time shall not interfere with the scheduling of classes, activities, and programs of public schools. No credit shall be given for completion of courses during release time. Registration for release time programs shall not occur on school property.

The District is not responsible for the health, safety and welfare of a student participating in a release time program nor will the District be liable for acts, injuries or events occurring while:

a) A student is being transported to and from release time programs; or
b) While a student participates in release time instruction.

Legal Reference:
Article IX, § 6 Idaho Constitution Religious Test and Teaching in School Prohibited
I.C. § 33-519 Release for Religious Instruction
I.C. § 33-1603 Sectarian Instruction Forbidden
IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools
Policy History:
Adopted on: 10/11/04
Reviewed on: 4/2025
Revised on: 5/11/2009, 02/2019, 2/2021

Interscholastic Activities 2360

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this District when such events occur between schools outside this District.

Although the District recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty, or contract right of any student; any and all interscholastic activities offered by the District shall not be deemed a "right" but rather is considered to be a "privilege."

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an "assumption of risk" statement that indicates that the parent/guardians assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference:
3416 Administering Medication to Students
Legal Reference:
I.C. § 33-512 Governance of schools
Policy History:
Adopted on: 10/11/04
Reviewed on: 2/2021, 4/2025
Revised on:

Homebound, Hospital and Home Instruction 2370

A student absent from school for more than ten consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital.

Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parent or guardian request.

Such students shall be included in calculating the average daily attendance.

Legal Reference:
I.C. § 33-1001 Definitions
I.C. § 33-1003 A Calculation of Average Daily Attendance
Policy History:
Adopted on: 10/11/04
Reviewed on: 4/2025
Revised on: 2/2021

Service Animals in Schools 2375

Service Animals in Schools

The District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act.

"Service animal" refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. The animal must be required for the individual with a disability.
2. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
3. Possible categories of possible uses:
   A. A member of the public who visits the District property may be accompanied by a service animal. Appropriate staff may ask the following questions only about the service animal if the answers are not obvious:
      I. Is this a service animal required because of a disability; and
      II. What work or task has the animal been trained to perform.

Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the animal, or ask that the dog demonstrate its ability to perform the work or task.

   B. Any student who seeks to be accompanied by a service animal (including a service dog in training addressed below) while on school property shall have such request addressed via a Section 504 Plan, other applicable plan, including a potential Health Care Plan with the District. Such plan shall be prepared in accordance with standard District policy in conjunction with the student's parent/legal guardian. It shall be the responsibility of the parent/legal guardian to contact the school to commence this process.
   C. Any employee who seeks to be accompanied by a service animal while on school property shall contact the District's Human Relations Department and shall work through the Americans with Disabilities Act process with the District.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:
   a. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
   b. Whether the handler has sufficient control of the miniature horse;
   c. Whether the miniature horse is housebroken; and
   d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Upon request, owners of service animals must provide proof of current vaccinations to the Superintendent with their request to be accompanied by a service animal.

6. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
8. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, through voice control or other effective means.
9. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
    A. The District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
    B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent is responsible for providing care and supervision of the animal.
    C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.
    D. Student requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.
10. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
    A. The animal is out of control and the animal's handler does not take effective action to control it.
    B. The animal is not housebroken.
    C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
    D. The animal's presence is a direct threat to students, staff, or other individuals.

Service Dogs in Training

Any student's request to be accompanied by a service dog in training shall be assessed on a case-by-case basis according to their disability.

Nondisabled handlers accompanied by service dogs in training shall carry and, upon request, display an Identification card, issued by a recognized school for service dogs or organization that services individuals with disabilities. Disabled handlers shall have the right to be accompanied by a service dog in training for the purposes of training on District property without producing an identification card.

However, regardless of whether the handler has a disability, the service dog in training must be identified by wearing a jacket, collar, scarf, or similar article identifying the dog as "in training."

Should other types of animals be recognized by federal and/or state law subsequent to the enacting of this Policy, this policy will be read as consistent as possible with regard to such animal until such time as this policy is amended.

Legal Reference:

I.C. § 18-5812B Person May be Accompanied by a Service Dog-in-Training
I.C. § 56-701A Definitions
I.C. § 56-704B Rights of Individuals with Dogs-in-Training
28 C.F.R. Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services Implementing the ADA)

Policy History:
Adopted on: 2/2022
Revised on:
Reviewed on:

English Learners Program 2385

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the programs is:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parent/guardian, family, and community participation in language instruction educational programs for the parent/guardians, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an English Learner program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose dominant language is not English. For students, whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District, upon proof of residency and other legal requirements. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the District.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English,

to assure achievement of academic standards.

All English Learners shall be assessed annually using the state-approved assessment of English language proficiency.
The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

Statewide Assessments

English Learners shall participate in the District's statewide assessments, unless 20 USC 6311(b)(3) and the regulations of the State Department of Education allow for their exclusion from an assessment.

To be eligible for exemption from the Idaho Reading Indicator, a student must have been enrolled in the District for less than two full school years, and must score less than a two on the English Language proficiency assessment. If a student qualifies, the Superintendent or designee shall determine whether a student should be exempted before the administration of the Fall assessment and for the remainder of that school year. The Superintendent or designee may require a student who qualified for the exemption to take the Idaho Reading Indicator if they determine that it is educationally appropriate or if it serves as a prerequisite for that student to qualify for additional education services.
At the beginning of each school year the District shall notify parent/guardians of students qualifying for English Learners programs about the instructional program and parent/guardian options, as required by law. Parent/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parent/guardian.
The District shall maintain an effective means of outreach to encourage parent/guardian involvement in the education of their children.

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Superintendent or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the District's English Learner program and activities and providing the District's applicable demographic data.

Cross Reference:
4160 Parent/guardians Right-to-Know Notices
Legal Reference:
20 U.S.C. §§ 1701-58 Equal Educational Opportunities Act of 1974
20 USC § 6311 Basic Program Requirements - State Plans
20 USC §§ 6811, et seq., the English Language Acquisition, Language Enhancement, and Academic Achievement Act
42 U.S.C. § 2000(d), *et seq*.Title VI, Civil Rights Act of 1964
ESEA Section 1111(b)(2)
IC 33-1618 Assessment Exemption

Policy History:
Adopted on: 10/11/04
Reviewed on: 4/2025
Revised on: 1/14/08, 02/2019, 2/2021, 7/2022, 8/2024

Idaho Digital Learning Academy Classes 2395

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grants the student flexibility of learning anytime, anyplace and at a pace that meets their individual learning styles.

The District will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

The District will provide an individual, employed by the District, as a site coordinator. The site coordinator is to regularly motivate and monitor the progress. The role of the site coordinator is to:

1. Advise the student on appropriate courses for registration.
2. Ensure that the student is completing work on a timely basis, including checking grades online every three weeks.
3. Proctor the final exam.
4. Facilitate communications with the student's parent/guardian/guardian regarding course progress and the IDLA instructor.

Additionally, the site coordinator is a contact for the IDLA instructor and IDLA staff. A site coordinator shall be assigned to each building. Anyone selected as a District site coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the District.

Student and Course Selection

District administrators, counselors and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Principal or designee, students may be selected to take IDLA courses who:

A. Need to make up credits in order to graduate on schedule;
B. Are eligible for hospital or homebound programs;
C. Are interested in advanced placement or dual credit courses;
D. Want to supplement their curriculum by taking course(s) not offered at their school;
E. Have scheduling conflicts;
F. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
G. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent/guardian, student and principal or designee must confer and agree that course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course. A contract will be signed by all parties to govern the student's IDLA process, 2395F.

Ethical Conduct

Any student attending classes through IDLA shall adhere to the District's Acceptable Use policies 3270 and 3270P and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify the District. The District shall take any disciplinary measures necessary as provided in District policy.

Tuition / Fees

The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The District shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. The District will pay the tuition and registration fees for eligible students, including the cost of classes taken for credit recovery or as a retake or remedial course unless the District offers the course directly and the student makes a personal choice to take the course through IDLA instead of the District's offering.

If the student is enrolled in six or more credits or sufficient classes to qualify as fulltime in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA associated with over-enrollment. In other words, if the student has made a personal choice to take more than a full course-load of classes for credit, such is the personal choice and personal cost of the student/family of student.

The student shall also be responsible for any tuition or registration fees for a course taken through IDLA which was offered by the District directly but taken via IDLA at the student's preference.

Payment will be due prior to the class beginning.

Grading

IDLA provides a percentage grade to the local school districts. The district transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

Advanced Placement Designation on Transcript

If a student of the district takes an IDLA class, the district will specify on the student's transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy.
Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Cross Reference:
3270 District Provided Access to Electronic Information Services, and Networks
3270p Acceptable Use of Electronic Networks

Legal References:
I.C. § 33-5502 Creation—Legislative Findings—Goal
I.C. § 33-5505 Definitions *Paulson v. Minidoka School District No. 331*, 93 Idaho 469, 470 (1970).

Policy History:
Adopted on: 2/13/08
Reviewed on: 4/2025
Revised on: 9/2008, 02/2019, 2/2021, 7/2023

IDLA Contract 2395f

Name: _____Date: _____

What IDLA course are you signing up for? _____

Is it a dual credit course? **YES**_____ **NO**_____

Why have you decided to take an IDLA class? **(This information is confidential- only to be seen by counselor and administration)**

_____

_____

Are you taking an IDLA class due to conflicts in your schedule? If so, please explain:

_____

_____

Do you understand the responsibility of the student to maintain pace and stay on task during the IDLA hour you have been given during the school day? Do you understand it is also your responsibility to stay in contact with your IDLA teachers and if you have technology problems, call tech support? **YES**_____ **NO**_____

Questions?

_____

_____

Payment Responsibility: Parent/Student [ ] District [ ] Advanced Opportunities [ ]

If payment is not made by the parent/student within the required timeline, your student will be dropped from the class and required to enroll in a course at CJSH.

Student signature: _____

Parent/Guardian signature: _____

Counselor signature: _____

Administrator signature: _____

Special Education 2400

The Challis School District will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the State Department of Education's website.

Legal Reference:
Idaho State Department of Education Special Education Manual, current edition

Policy History:
Adopted on: 8/2021
Revised on:
Reviewed on: 4/2025

Section 504 of the Rehabilitation Act of 1973 2410

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

The Board directs the Superintendent to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;
2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and
3. To notify students and others that the District does not discriminate on the basis of disability.

Cross Reference:
4120 Uniform Grievance Procedure
Legal Reference:
29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504
34 C.F.R. 104.36 Procedural Safeguards
Procedure History:
Promulgated on:
Reviewed on:3/2021, 4/2025
Revised on: 02/2019, 5/2020

Section 504 of the Rehabilitation Act of 1973 Procedure 2410p

Impartial Due Process Hearing

If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to:

1. The identification of the child as qualifying for Section 504
2. The District's evaluation of the child
3. The educational placement of the child

The parent/guardians of the student are entitled to certain procedural safeguards. The student shall remain in their current placement until the matter has been resolved through the process set forth herein:

A. The District shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
B. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation and/or placement decision;
C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;
D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three business days of receipt of the same;
E. Within ten days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the State Department of Education or any other person that would conduct the hearing in an impartial and fair manner;
F. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
G. Within five days of the District's selection of a hearing officer, a prehearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
H. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
I. At any time prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.
J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be

admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;

L. Within 20 days of the hearing, the hearing examiner should issue a written report of their decision to the parties;

Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206) 607-1600.

Uniform Grievance Procedure

If a parent or legal guardian of the student allege that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

Procedure History:
Promulgated on:
Reviewed on:3/2021
Revised on: 02/2019, 4/2025

Supporting Students with Characteristics of Dyslexia 2415

The District shall take steps to ensure students with characteristics of dyslexia are identified and will work with the students' parents to provide them with academic support.

The fall administration of the statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802 except for children who qualify for exemption under Policy 2385 and I.C. 33-1618. Students in grades kindergarten through 5 who are identified by the initial screening shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The Tier 2 screening may be selected from among the Tier 2 screening measures recommended by the State Department of Education for this purpose.

When a student is identified as having characteristics of dyslexia by the initial screening or the Tier 2 screening, the student's parents/guardians shall be notified and provided with the District's options for school interventions.

The District shall provide evidence-based interventions for any students identified with characteristics of dyslexia by either screening. These interventions shall align with the Idaho comprehensive literacy plan and the State Dyslexia Handbook.

The District shall submit to the State Board of Education any data they require on the effectiveness of such interventions.

Professional Development
All District instructional staff and instructional coaches involved in the instruction of students in grades kindergarten through 5 shall be required to complete a professional development on dyslexia approved by the State Department of Education for this purpose.

Legal References:
I.C. § 33-1802 Definitions
I.C. § 33-1811 Dyslexia
I.C. 33-1618 Assessment Exemption

Procedure History:
Promulgated on: 7/2022
Revised on: 8/2024
Reviewed on: 4/2025

Parent and Family Engagement 2420

District Policy Development

The District may receive Title I funds only if it conducts outreach consistent with federal law to all parent/guardians and family members and implements programs, activities, and procedures for the involvement of parent/guardians and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parent/guardians of participating children.

The District shall develop jointly with, agree on with, and distribute to, parent/guardians and family members of participating children a written parent/guardian and family engagement policy. The policy will establish the District's expectations and objectives for meaningful parent/guardian and family involvement, and specifically describe how the District will:

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parent/guardians and family members in jointly developing the District's Plan; and

2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parent/guardians and family members in education; and

3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent/guardian and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and

4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parent/guardians and family members, an annual evaluation of the content and effectiveness of its parent/guardian and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:

    A. The barriers to greater participation by parent/guardians in improvement plan activities (with particular attention paid to parent/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

    B. The needs of parent/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

    C. The strategies that will be implemented to support successful school and family interactions.

5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parent/guardian involvement, and to revise, if necessary, the District's parent/guardian and family engagement policy described herein; and

6. **Establish a Parent/Guardian Advisory Board:** The District shall involve parent/guardians

in the activities of the schools receiving Title I funds, which may include establishing a parent/guardian advisory board comprised of a sufficient number and representative group of parent/guardians or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent/guardian and Family Engagement Policy.

School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parent/guardians and family members of participating children a written parent/guardian and family engagement policy, agreed on by such parent/guardians, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parent/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parent/guardians can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parent/guardians and the school. In the event a school has an existing parent/guardian and family engagement policy that applies to all parent/guardians and family members, that school may amend its policy, if necessary, to meet the requirements of this policy. Similarly, if the District has an existing district-level parent/guardian and family engagement policy that applies to all parent/guardians and family members in all schools served by the District, it may amend that policy, if necessary, to meet the requirements of this policy.

1. **Parent/Guardian Involvement**: All District schools receiving Title I funds shall:

   A. Convene an annual meeting, at a convenient time, to which all parent/guardians of participating children shall be invited and encouraged to attend, to inform parent/guardians of their school's programs, to explain the requirements of this policy, and the right of the parent/guardians to be involved.

   B. Offer a flexible number of meetings, such as meetings in the morning or evening.

   C. Involve parent/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process or procedure for involving parent/guardians in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parent/guardians of Title I qualifying children;

   D. Provide parent/guardians of participating children:

      I. Timely information about qualifying programs.

      II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

      III. If requested by parent/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

   E. If the school-wide program plan is not satisfactory to the parent/guardians of participating

children, the school shall submit any and all parent/guardian comments on the plan to the District at the time the school first makes the plan available to the District.

2. **School-Parent/Guardian Compact to Achieve High Student Academic Achievement**: As a component of the school-level parent/guardian and family engagement policy developed under this policy, each school shall jointly develop with the parent/guardians of Title I children a school-parent/guardian compact that describes how parent/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parent/guardians will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent/guardian will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

B. Address the importance of communication between teachers and parent/guardians on an ongoing basis through, at a minimum:

I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

II. Frequent reports to parent/guardians on their children's progress.

III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff and to the extent practicable, in a language that family members can understand.

1. **Empowering Parent**: To ensure effective involvement of parent/guardians and to support a partnership among the school, parent/guardians, and the community to improve student academic achievement, both the District and each school within the District:

A. Shall provide assistance to parent/guardians of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and
B. Shall provide materials and training to help parent/guardians work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent/guardian involvement; and
C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parent/guardians, in the value and utility of parent/guardian participation, and in how to reach out to, communicate with, and work with parent/guardians as equal partners, to implement and coordinate parent/guardian programs, and to build ties between parent/guardians and the schools;

and

D. Shall, to the extent feasible and appropriate, coordinate and integrate parent/guardian involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, and
E. Shall ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parent/guardians of participating children in a format and, to the extent practicable, in a language the parent/guardians can understand; and
F. May provide necessary literacy training for parent/guardians from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and
G. May train parent/guardians to enhance the involvement of other parent/guardians; and
H. May arrange school meetings at a variety of times,
I. May adopt and implement model approaches to improving parent/guardian involvement; and
J. May establish a district-wide parent/guardian advisory council to provide advice on all matters related to parent/guardian involvement in programs supported under Title I; and
K. May develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
L. Shall provide such other reasonable support for parent/guardian involvement activities under this section as parent/guardians may request; and
M. Shall inform parent/guardians and organizations of the existence of the program.

2. **Accessibility of Information for Parent**: In carrying out the parent/guardian and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parent/guardians and family members (including parent/guardians and family members who have limited English proficiency, parent/guardians and family members with disabilities, and parent/guardians and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parent/guardians understand.

Cross Reference:
4160 Parent/guardians Right to Know Notices
Legal Reference:
20 U.S.C. § 6311 State Plans
20 U.S.C. § 6312 Local Education Agency Plans
20 U.S.C. § 6318 Parent Involvement
Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021, 1/2024, 1/2025, 2/2026
Revised on: 02/2019, 5/2020

Parent and Family Engagement Guidelines 2420p

In order to achieve the level of parent/guardian and family engagement outlined in District policy 2420, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parent/guardians, school, and community.

Parent/guardian involvement activities developed at each school will include opportunities for:

Volunteering

1. Parent/guardian education.
2. Home support for the child's education.
3. Parent/guardian participation in school decision-making.

The District will provide opportunities for professional development and resources for staff, parent/guardians and community regarding effective parent/guardian involvement practices.

Roles and Responsibilities

Students:

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior.
2. Complete all homework assignments on time.
3. Participate to the best of their ability in all classes.
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

Parent/Guardians:

It is the responsibility of the parent/guardian to:

1. Actively communicate with school staff.
2. Be aware of policies, rules and regulations of the school and District.
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school.
4. Take an active role in assuring that the child is prepared to attend school each day.
5. Utilize opportunities for participation in school activities.

Staff:

It is the responsibility of staff to:

1. Work with parent/guardians to develop and implement a school plan for parent/guardian involvement.
2. Promote and encourage parent/guardian involvement activities.
3. Effectively and actively communicate with all parent/guardians about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement.
4. Send information to parent/guardians of Title I children in a format and, to the extent practicable, in a language the parent/guardians can understand.

Community:

Community members who volunteer in the schools have the responsibility to:

1. Be aware of policies, rules and regulations of the school and District; and
2. Utilize opportunities for participation in school activities.

Administration:

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent/guardian and family involvement activities to foster improved student academic achievement and school performance.
2. Provide training and space for parent/guardian involvement activities.
3. Provide resources to support successful parent/guardian involvement practices.
4. Provide in-service education to staff regarding the value and use of contributions of parent/guardians and how to reach out, communicate and work with parent/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parent/guardians and the school; and
5. Send information to parent/guardians of Title I children in a format and, to the extent practicable, in a language the parent/guardians can understand; and
6. Develop jointly with, agree on with, and distribute to, parent/guardians and family members of participating children a written parent/guardian and family engagement policy; and
7. Coordinate and integrate its Title I parent/guardian and family engagement strategies with the parent/guardian and family engagement strategies of the District's other relevant programs; and
8. Create and support a Parent/Guardian Advisory Board comprised of a sufficient number and representative group of parent/guardians or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent/guardian and Family Engagement Policy; and
9. Ensure that each school in the District jointly develops with the parent/guardians of Title I children a school-parent/guardian compact that describes how parent/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parent/guardians will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Procedure History:
Promulgated on:
Reviewed on: 3/2021, 1/2024, 1/2025, 2/2026
Revised on: 02/2019, 5/2020

Parent/Guardian Rights 2425

The Board of Trustees encourages parent/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the District reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is ". . . the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. Failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to a violation of State and/or federal laws, rules, and regulations by the District, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

Parent/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety, and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parent/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to the District's implementation of various mandates through the District's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parent/guardians' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the

parent/guardian, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

Parent/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parent/guardians can request access to learning materials by contacting the school's administration during school hours.

Notice

The District shall annually provide parent/guardians with notice of their rights as specified in this policy.

Cross Reference:
2340F Parent Opt-Out Form for Sex Education
2420 Parent and Family Engagement
4105F Request to Address the Board
4175 Required Annual Notices
Legal Reference:
Idaho Constitution Article IX
I.C. § 32-1010 Intent of the Legislature – Parent Rights
I.C. § 32-1012 Parent Right to Direct the Education of Children
I.C. § 32-1013 Interference with Fundamental Parent Rights Restricted
I.C. § 33-6001 Parent Rights
I.C. § 33-6002 Annual Notice of Parent Rights
I.D.A.P.A. 08, Titles .01, .02, .03 and .04
Policy History:
Adopted on:
Reviewed on: 3/2021, 9/2022
Revised on: 02/2019, 5/2020, 7/2020, 8/2023

Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being 2425f

Staff Member Reporting Change in Student Health or Well-being

Name: _____ Position: _____

Date: _____

Student Name: _____

Date you noticed this change in health or wellbeing: _____

Please explain this change and how you learned about it:

_____

_____

_____

_____

_____

_____

_____

Staff Member Notifying Parent/Guardian of Change in Student Health or Well-being

Name: _____ Position: _____

Date Form Was Received: _____

Please document the efforts made to contact the parent/guardian below:

Date	Time	Person You Tried to Contact	Mode of Communication	Successfully Contacted?

Please describe what you told them.

_____

_____

_____

_____

_____

Please indicate whether you took the following steps:

Yes / No Encouraged the student to discuss issues related to the student's well-being with their parent/guardian.

Yes / No Encouraged the parent/guardian to discuss issues related to the student's well-being with the student.

Yes / No Offered to facilitate a discussion of the student's wellbeing between the student and the parent/guardian.

Policy History:
Adopted on: 8/2023
Reviewed on:
Revised on:

Parent/Guardian Notification of Changes in Health and Well-being 2425p

District staff shall notify the counselor and/or building principal of any known change in a student's mental, emotional, or physical health or well-being using Form 2425F. For the purposes of this policy:

1. Mental health shall mean the state of health of somebody's mind.
2. Emotional health shall mean a person's ability to cope with and be aware of their own emotions, both positive and negative.
3. Physical health shall mean the condition of a person's body and the extent to which it is free from illness or is able to resist illness; and
4. Well-being shall mean a person's sense of feeling healthy and happy.

The counselor and/or building principal shall notify the student's parent/guardian regarding this change and document their attempts to do so using Form 2425F.

District staff shall encourage students to discuss issues related to the student's well-being with the student's parent/guardian. At the request of the student or parent/guardian the counselor and/or building principal or their designee shall attempt to facilitate discussion of the student's wellbeing between the student and the parent/guardian.

Procedure History
Adopted on: 8/2023
Revised on:
Reviewed on:

Gifted and Talented Program 2430

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or the ability in the performing or visual arts and children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District’s gifted/talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. The District’s initial plan was submitted to the Department of Education on November 1, 1999. Pursuant to State Board mandate, the Plan will be updated every three years.

The Board designates the Superintendent to be responsible for development, supervision and implementation of the District’s gifted and talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Superintendent shall establish procedures consistent with state guidelines for screening, nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal References:
I.C. § 33-201 School Age
I.C. § 33-2001 Definitions
I.C. § 33-2003 Responsibility of school Districts for education of gifted/talented children
IDAPA 08.02.03.999 Gifted and Talented Programs
Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 11/15/05, 02/2019

Advanced Opportunities 2435

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

Participation in the District's advanced opportunities program requires parent/guardian and student agreement to program requirements and completion of the District's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Superintendent to establish procedures with timelines, requirements for participation, requirements for financial transactions, and transcription of credits.

Definitions

"**Credit**" means middle level or high school credit.

"**Dual Credit**" means credit awarded to a student on their secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"**Full Credit Load**" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"**Overload Course**" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses

"**School Year**" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Advanced Opportunities Program

The State's Advanced Opportunities funding, known as the Advanced Opportunities program, provides students in the District with $4,625 to use toward overload courses, dual credits, college credit-bearing examinations, career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed $225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount which may not exceed $75 per one dual credit hour.
3. Eligible postsecondary credit-bearing.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.

5. Eligible CTE workforce training courses. A list of such eligible training courses and costs will be maintained by the State Department of Education.

The District shall make reasonable efforts to ensure that any student who considers participating in the District's advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

Parent/guardians of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for themselves whether the particular postsecondary institution that they wish to attend will accept the transfer of coursework under this section

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program. However, retaking eligible college entrance exams shall be an eligible expense.

<u>Challenging Courses</u>

The Board has implemented the following procedures for students to challenge courses.

1. The student is responsible for requesting a Course Challenge From the counselor.
2. The student must declare their intent to challenge a course by May 1.
3. Tests will be scheduled and completed at least 10 school days prior to the start of the Fall semester.
4. Students will be provided with a course syllabus and/or expected State Standards.
5. Students will not be provided with a study guide.

6. No electronic devices will be allowed during the test. Any student caught with an electronic device will be removed from testing and receive a failing grade that will be transcribed on the student's official transcript.
7. Students may take the test one time. A student must pass with a score of 80% or better, credit will be awarded according to the percentage earned. Any score below 80% will be transcribed as a failing grade on the student's official transcript.

The following courses can be challenged:

1. Algebra I A/B
2. Government A/B or US History A/B

Early Graduation Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an early graduation scholarship. A student shall be eligible if they:

1. Shows that they have met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.
3. Apply within two years of graduating from a public school.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.
If an eligible student requests an early graduation scholarship, the student shall be entitled to such a scholarship which may be used educational costs at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Cross Reference:
2470 Self-Directed Learners
2470p Self-Directed Learners – Procedure
2470f Self-Directed Learners – Application for Self-Directed Learner Status
2700 High School Graduation Requirements
2700p High School Graduation Requirements – Publication of Graduation Requirements
Legal Reference:
I.C. § 33-4601 Definitions
I.C. § 33-4602 Advanced Opportunities
I.C. § 33-6404 Credit for Prior Knowledge
IDAPA 08.02.03.106 Advanced Opportunities
Other References:
Idaho State Department of Education http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html
Policy History:
Adopted on:
Reviewed on: 3/2021
Revised on: 02/2019, 11/2019, 8/2024, 2/2025, 7/2025, 2/2026

Advanced Opportunities Participation Form 2435f

This participation form allows students to participate in the Advanced Opportunities program through the Idaho State Department of Education as authorized by Idaho Code 33, Chapter 46: Advanced Opportunities. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of $4,625 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to $225 per course. Definitions of full credit load may vary between schools.
2. Dual credits; a maximum of $75 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program.
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

Students should meet with their guidance counselor to develop a 4, 5, or 6-year career pathway plan that will help them maximize the benefits of this program according to the student’s college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by Advanced Opportunities must be transcribed on the student’s public high school transcript.

The parent/guardian and student understands that they will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college, university, or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student’s school district. Eligibility for payment is subject to the deadlines and procedures set forth by the District in partnership with course and exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to District guidelines.

If a student fails to earn credit for a course paid for by Advanced Opportunities, the student must subsequently pay for a “like” course on their own before they are eligible for further Advanced Opportunities funding. If a student performs inadequately on an examination paid for by Advanced Opportunity, the local school district will decide whether the student may continue utilizing Advanced Opportunity funding, or if they must pay for the cost of a “like” examination before using further funds. Advanced Opportunity funds may not be used for repeated or remedial course work. With the approval of the District, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District

Student Name:_____ Date:_____

Student Signature:_____ Date:_____

Parent/Guardian Name: _____Date:_____

Parent/Guardian Signature: _____Date:_____

School Name: _____

School District: _____

Online Courses and Alternative Credit Options 2440

In addition to regular classroom-based instruction, students may earn credit through the following means.

Virtual/Online Courses

The Superintendent is authorized to create a process for students enrolled in secondary schools to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through the District's normal registration process. Any such registration requests shall be made no later than 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

High school students may earn, through correspondence, a maximum of six units of academic credit to be applied toward graduation requirements. Only three units may be earned during any one school year. Exceptions must be approved by the Principal.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Principal shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. Prior permission has been granted by the Principal; and
2. The program fits the education plan submitted by the regularly enrolled student; and,

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Cross Reference:
2700 & 2700P High School Graduation Requirements
3030 Part-Time Attendance/Dual Enrollment
3050 Attendance
Legal Reference:
I.C. §33-5501, et seq. Idaho Digital Learning Academy
Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 12/12/05, 5/2020

District/Charter School-Provided Virtual Instruction 2445

These practices are required for virtual or hybrid instruction in any setting, including at an existing brick-and-mortar school that offers virtual or hybrid instruction, in standalone virtual schools, and in individual virtual classes. The State Department of Education advises seeking stakeholder input on policy on this topic.

When providing students with virtual instruction, the District shall take the following measures to comply with Idaho Code and to ensure this instruction is of high quality. The District shall:

1. Ensure the District's virtual instruction upholds the same academic quality and rigor as in-person instruction.
2. Use academic measures determined by the building principal or course instructor to ensure students are consistently meeting established learning goals.
3. Obtain accreditation for any stand-alone virtual school that provides instruction to students in grades 9-12 as required by law and by Policy 2800.
4. Use a learning management system to deliver courses. This system may be used to track student attendance through such measures as login data and participation data.
5. Ensure that all content and curriculum is aligned with Idaho Content Standards and District's approved curriculum.
6. Ensure that teachers are consistently available to:
    A. Communicate with students about the academic and other class requirements;
    B. Guide students through course material;
    C. Provide individualized learning methods and assistance as needed; and
7. Assess student work, including the work of students with special learning needs;
   Clearly define the roles, responsibilities, and performance expectations for educators delivering virtual or hybrid instruction. Educators must understand that existing District policy is applicable as well as requirements of state and federal laws and regulations including but not limited to, Child Find, FERPA, mandatory reporting, the Code of Ethics for Idaho Professional Educators, and the Parental Rights Act.
8. Plan in detail and provide professional development tailored to the virtual school environment. The Board directs the Superintendent or their designee to create this plan and ensure it is implemented.
9. Ensure that virtual school students receive appropriate teacher-to-student interaction, including timely and frequent feedback on student progress by
    A. Documented time on Teams platform
    B. Documented communication through email or phone calls
    C. Student academic progress in subject, (growth, interventions implemented)
    D. Documented parent communication with concerns discussed with parents.
10. Verify student attendance by:
    Tracking each student's actual hours of attendance of virtual instruction in accordance with a procedure to be promulgated by the Superintendent.
11. Create a plan to provide technical support for online course delivery. The Board directs the Superintendent or their designee to create this plan.
12. Create opportunities for virtual students to interact with each other.
13. Formally and systematically evaluate the effectiveness of virtual instruction.

These requirements shall apply regardless of whether the virtual instruction is:

1. Provided as part of a hybrid instruction model or through a program of virtual-only education; or

2. Provided at a District building, at the student's home or in another location, or at a combination of these.

The Board directs the Superintendent to ensure each of the above is completed and to promulgate procedures when required to implement the practices listed above.

The District shall document or direct its schools to document that all requirements outlined in this policy have been met and shall provide such documentation to the State Department of Education upon request.

Legal Reference:
IC § 33-1612 Thorough System of Public Schools
IC 33-1619 Virtual Education Programs
IC 33-5202A Definitions
IDAPA 08.02.01.250 Pupil Accounting and Required Instructional Time

Policy History:
Adopted on: 3/2026
Reviewed on:
Revised on:

Extended Learning Opportunities 2460

The Board encourages students to pursue extended learning opportunities (ELOs) as a way to gain knowledge and skills outside the traditional classroom. The District shall allow students to receive credit for ELOs.

“Extended learning opportunity" or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting.
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or the District.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by the District, in conjunction with Board policies.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

ELOs shall not include activities for religious purposes.

The District maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution’s requirement to maintain a system of free public schools, the ELOs may not include activities for which a fee is charged.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, the District shall consider the overall benefits, costs, advantages, and disadvantages to both the student and the District.

Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer District students a for-credit ELO. The application must demonstrate the opportunity will teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Superintendent or their designee. The Board directs the Superintendent to create a process for evaluating these applications.

At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. Provide for administration and supervision of the program; and
2. Meet rigorous standards, including the minimum standards established by the District. The Board directs the Superintendent to draft such standards.

Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity will teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Such applications must be submitted to the building principal at least 30 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the building principal's discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided application is made within 10 days of the completion of the activity.

The application will be reviewed by the building principal and any other staff the District deems appropriate. A decision will be made within 5 days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

A student whose application has been denied may request a meeting with the building principal. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above. If the [building principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Once a student-initiated opportunity has been approved as an ELO, the District may consider it an approved ELO for other students.

Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements.

If an elementary student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

The District may award elective credit for an ELO that does not qualify for credit toward core of instruction graduation requirements.

The Board directs the Superintendent to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Credit counted toward a core subject shall only be awarded for ELOs which align with the content standards of a course for which core credit is awarded.

The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

The Board may direct the Superintendent or their designee to track approved ELOs and may direct the Superintendent or designee to make information on approved ELOs available to guide students, parents/guardians, and community members who may be interested in pursuing or offering an ELO.

Responsibility
Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the District. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The building principal shall be responsible for certifying completion of the ELO and the award of credits consistent with the District's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

Legal References:
I.C. § 33-6401 et seq. Extended Learning Opportunities

Policy History:
Adopted on: 5/2022
Revised on:
Reviewed on: 7/2022

Self-Directed Learners 2470

Challis School District offers students the opportunity to be designated as a self-directed learner for the purpose of being granted additional flexibility in meeting the District's graduation requirements. This allows students to tailor their education activities to meet individual learning goals developed in consultation with the student's supervising teacher, administration, and their parent/guardian.

Eligibility Requirements
To be designated a self-directed learner, a student must meet all of the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
2. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in kindergarten through 4th grade shall be exempt from this requirement.
3. Demonstrate academic growth through at least one year's academic growth per school year.
4. Demonstrate timeliness in returning assignments, self-motivation, and ability to establish goals.
5. Reach age-appropriate learning outcomes.
6. Demonstrate mastery one grade higher of established school academic expectations in grades kindergarten through 5th.

Additionally, students in 8th grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full career pathway plan, also referred to as a student learning plan as defined in I.C. 33-1001(30), and keeping it up-to date; and
2. Working toward their postsecondary goals and supplementing their career pathway plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. The Board directs the Superintendent or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Superintendent or their designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Superintendent or their designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes.
2. Scores on specified assessments.
3. A portfolio of student work.
4. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

Designation of Self-Directed Learners
To be designated a self-directed learner, a request must be submitted to the building principal. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.
2. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
3. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.
4. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8th grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
5. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
    A. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request.
    B. Compliance with the District's rules regarding student conduct, except for any from which the student is specifically exempted; and
    C. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.

Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified post-secondary goals.

An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.

The application will be reviewed by the building principal and any other staff they deem appropriate. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

A student whose request has been denied may request a meeting with the building principal. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal.

If the building principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

<u>Credit for Flexible Learning Opportunities</u>

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

1. Successfully complete an accredited online or correspondence course or a class taught by

an Idaho school district or charter school; or
2. Earn college credit as allowed by District policy; or
3. Successfully challenge a course as described in Policy 2435.

Ending Self-Directed Learner Status

The Superintendent shall designate a staff member to supervise the self-directed learner's educational program. This staff member shall support the student in their flexible learning, monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided the teacher may submit to the building principal a written recommendation to rescind the designation of self-directed learner. The building principal shall determine whether to rescind the self-directed learner status. A student's parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to the District that they wish to terminate the student's flexible learner status at the end of the quarter, semester, or school year.

Cross References:
2435 Advanced Opportunities
2460 Extended Learning Opportunities
3440 Student Fees, Fines, and Charges/Return of Property

Legal References:
Constitution of the State of Idaho, Article IX, Section 1 Legislature to Establish System of Free Schools
Constitution of the State of Idaho, Article § XI Religious Test and Teaching in School Prohibited
I.C. § 33-512D Self-Directed Learner Designation
I.C. § 33-1001 Definitions

Policy History:
Adopted on: 7/2022
Revised on: 2/2025
Reviewed on:

Self-Directed Learner Procedure 2470p

Eligibility Requirements

To be designated a self-directed learner, a student must meet all of the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastered standards.
2. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in grades kindergarten through 4th grade shall be exempt from this requirement.
3. Demonstrate academic growth through at least one year's academic growth per school year as measured by the last district benchmark or state assessment or the equivalent.
4. Demonstrate timeliness in returning assignments, self-motivation, and ability to establish goals.
5. Reach age-appropriate learning outcomes.
6. Demonstrate mastery one grade higher of established school academic expectations in grades kindergarten through 5th grade.

Additionally, students in 8th grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full career pathway plan as defined in I.C. 33-1001(30), and keeping it up-to date; and
2. Working toward their postsecondary goals and supplementing their career pathway plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. The Board directs the Superintendent or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Superintendent or their designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Superintendent or their designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes.
2. Scores on specified assessments.
3. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

Designation of Self-Directed Learners

To be designated a self-directed learner, a request must be submitted to the building principal. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.
2. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
3. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.

4. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8th grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
5. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
    A. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request;
    B. Compliance with the District's rules regarding student conduct, except for any from which the student is specifically exempted; and
    C. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.

Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified post-secondary goals.

An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.

The request must be submitted at least 14 days prior to the beginning of the school year. The deadline may be waived at the building principal's discretion.

The application will be reviewed by the building and any other staff they deem appropriate. A decision will be made within 7 days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

A student whose request has been denied may request a meeting with the building principal. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above.

Credit for Flexible Learning Opportunities

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

1. Successfully complete an accredited online or correspondence course or a class taught by an Idaho school district or charter school; or
2. Earn college credit as allowed by District policy; or
3. Successfully challenge a course as described in Policy 2435.

Ending Self-Directed Learner Status

The Superintendent shall designate a staff member to supervise the self-directed learner's educational program. This staff member shall support the student in their flexible learning, monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided

The teacher may submit to the building principal a written recommendation to rescind the designation of self-directed learner. The building principal shall determine whether to rescind the self-directed learner status. A student's parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to the District that they wish to terminate the student's flexible learner status at the end of the quarter, semester, or school year.

Policy History:
Adopted on:7/2022
Revised on: 2/2025
Reviewed on:

Application for Self-Directed Learner Status 2470f

Student: _____

Grade Level: _____

Application Initiated by: _____

Relationship to Student: □ Student
□ Parent/Guardian
□ Teacher

Eligibility Criteria

To be eligible for designation as a self-directed learner, a student must meet each of the following criteria.

1. Demonstrate mastery of content for all core subjects/classes at their grade level and demonstrate age-appropriate learning outcomes through grades, assessments, or mastery-based learning rubrics. The applicant has chosen to demonstrate they meet this requirement with:
   - □ Their most recent report card or progress report, indicating grades of at least an **A** in each core subject area.
   - □ Their most recent District Benchmark or ISAT indicating a score of proficient in each subject area.

   The building principal or classroom teacher will consult the student's records, as appropriate, to confirm whether the student meet these criteria.
2. Demonstrate academic growth through at least one year's academic growth per school year as measured by the last District benchmark assessment or state assessments or the equivalent.] The building principal or classroom teacher will consult the student's records to confirm whether they meet these criteria.
3. Demonstrate timeliness in returning assignments, self-motivation, and an ability to establish goals. This may be demonstrated by the signature of the student's classroom teacher at the K-5 level. For middle and high school students, all the student's teachers must provide a brief, signed statement attesting to the fact the student has demonstrated these qualities.
4. Students in Grade 4 and above must demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. The applicant may demonstrate they meet this requirement with their;
   - □ Most recent report card or progress report, indicating grades of at least an A in Mathematics.
   - □ Most recent district or state assessment indicating a score of at least proficient in Mathematics.

   The building principal or classroom teacher will consult the student's records to confirm whether they meet these criteria.
5. Students in Grade 8 and above must show that they have made an informed choice of post-secondary career and education goals by:
   A. Creating a full and official career pathway plan with the District and keeping it up-to-date. The building principal will consult the student's records to confirm whether they meet this criteria.
   B. Documenting the student's post-secondary goals with guidance counselor.
   C. Working toward their post-secondary goals and supplementing their career pathway plan with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. Please attach a description of these activities.
6. Students who are in Grade 8 or higher must provide, with this application, a description, written by the student, of their self-determined personal life goals, including an explanation of how

attending specific classes will lead to the fulfillment of these personal life goals in addition to their post-secondary goals.

Flexibility Requested

Please attach another sheet of paper or an electronic document describing:

1. The exemptions from standard instruction practices and requirements sought for the student;
2. Who will be responsible for supervising the student if they will be absent from the classroom during the usual school day;
3. How this flexibility will aid the student in meeting their goals and mastering grade-level content. If the student is in 8th grade or above, include an explanation of how flexible learning will further the student's progress toward their identified postsecondary education goals and personal goals.

Requirements

To maintain their status as a self-directed learner, the student must:

1. Continue to master content knowledge and skills appropriate for their grade level and make academic growth. This will be measured by district benchmark and state assessments.
2. Comply with the District's rules regarding student conduct, except for any from which the student is specifically exempted.
3. Provide updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals. Such updates must be provided every **quarter.**

Students in the 8th grade or higher must make progress toward postsecondary goals. Please describe how the student will demonstrate progress toward these goals on an attached sheet of paper or electronic document.

Required Signatures

The following signatures must be provided with the application.
I wish to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P. I will strive to meet the District's requirements to maintain my status as a self-directed learner unless and until I officially request to end my designation as a self-directed learner.

_____	_____	_____
Student Name (*please print*)	Student Signature	Date

I grant permission for my child to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P.

_____	_____	_____
Parent/Guardian Name (*please print*)	Parent/Guardian Signature	Date

I recommend that this student be designated as a self-directed learner. I attest that the student has demonstrated timeliness in returning assignments, self-motivation, and an ability to establish goals. As their teacher, I believe this designation would be appropriate and beneficial for the student.

_____	_____	_____
Teacher Name (*please print*)	Teacher Signature	Date

Library Materials 2500

The school library is a principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. The District has the authority to regulate education and to determine the contents of the library collection. However, the Board also recognizes students' First Amendment constitutional rights. The school and classroom libraries of this District are guided by the principles set forth in the Library Bill of Rights and by the Idaho Children's School and Library Protection Act.

Additionally, the District's school libraries adhere to all applicable District policies and procedures pertaining to student privacy and compliance with the Family Educational Rights & Privacy Act (FERPA) when it comes to records of materials checked out by students and any other student records. Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers and catechisms of a sectarian nature.

School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building Principal may assess fines for damaged or unreturned books.

District residents or parents/guardians of non-resident students attending the District may be allowed use of library books at the discretion of the building Principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

Access to Restricted Materials
The school library may have resources available to students that are available only with parent/guardian permission for minor students. Students' access to such materials shall require a permission slip signed by their parent/guardian. The permission slip may provide permission to access one or more specific materials or provide permission to access materials in the restricted access section. Students over the age of 18 may check out materials in the restricted access section.

Cross Reference:
2140 Student and Family Privacy Rights
2140f Student and Family Privacy Rights – Consent Form
2510 & 2510P Selection of Library Materials
2520 Selection, Adoption, and Weeding of Curricular Materials
2530 Learning Materials Review & Reconsideration
3570 Student Records
3570p Student Records – Maintenance of School Student Records
3570f Student Records – Permission to Use Likeness
3575 Student Data Privacy and Security
7310 Advertising in Schools/Revenue Enhancement
Legal Reference:
IC § 18-1514(6) Obscene Materials - Definitions
IC § 33-512 District Trustees - Governance of Schools
IC18-1517B Children's School and Library Protection Act
Other References:

Idaho Commission for Libraries https://libraries.idaho.gov/
The American Library Association https://www.ala.org/advocacy/intfreedom/librarybill
The American Library Association Access to Resources and Services in the School Library
Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 4/10/19, 3/2022, 12/2022

Library Materials Permission Slip (Restricted Access) 2500f

Permission Slip to Check Out Restricted-Access Library Materials for Minor Students

This letter is to inform you and your child about the School Library Policy for checking out materials currently placed in the restricted-access section. The District requires parent or guardian permission for a minor student to check out materials in this section. You must accompany your minor student and provide a signed copy of this permission slip to a school library employee before they are allowed to access material in this section.

You and your student are solely responsible for any book they check out. Encourage your student not to lend the book to others. The loan period is two weeks.

While the book is in your home, we encourage you to review the material and to have an ongoing dialogue about it with your child.

Please check one of the following:

_____ I grant permission for my child to access any materials in the restricted section.

_____ I grant permission for my child to access the following material(s) in the restricted section. (Please provide the title and author):

_____

_____

_____

If you would like further information about these items or the reasons they are currently in the restricted section, please contact the school librarian.

You have read the attached copy of Policy 2500, and grant permission for your minor child to access the materials described above. You, the undersigned, and your minor student are solely responsible for any book or material checked out. Your student shall not lend the material or book to any other person or allow any other person access to the material that is the subject matter of this permission slip. If your child lends or otherwise provides access of this material to any third party, including any other student or minor, your child's library privileges may be negatively impacted, including disallowing your minor child to check any book out of the library.

Parent/Guardian's Name (Print): _____

Phone: _____

Parent/Guardian's Signature: _____

Date: _____

For Librarian Use Only:

I, _____, Librarian **attest that the parent/guardian physically presented this permission slip with their signature, and their identity was verified as the minor child's parent or legal guardian.**

I understand and agree to follow the library policies. I accept the responsibility for returning any library materials I check out, and I will not share access to any restricted material with any other student at school.

Student Name (Print): _____

Student's Signature: _____

Homeroom Teacher Name: _____

Attestation for Students Over the Age of 18

I have read the attached copy of Policy 2500 and agree to access the materials described above. I, the undersigned, am solely responsible for any book or material checked out. I shall not lend the material or book to any other person or allow any other person access to the material that is the subject matter of this attestation. I acknowledge that if I lend or otherwise provide access of this material to any third party, including any other student or minor, my library privileges may be negatively impacted, including losing privileges to check any book out of the library.

Student's Name (Print): _____

Phone: _____

Student's Signature: _____

Student's Date of Birth: _____

For Librarian Use Only:

I, _____, Librarian or Designee **attest that the adult student presented this attestation, and that they were verified as being over the age of 18.**

Cross References:
2140 Student and Family Privacy Rights
2140 Student and Family Privacy Rights
2510 Selection of Library Materials
2510 Selection of Library Materials
2520 Selection, Adoption, Use, and Removal of Curricular Materials
2530 Learning Materials Review & Reconsideration
2530 Learning Materials Review & Reconsideration
3570 Student Records
3570 Student Records
3570 Student Records
3570 Student Records
3575 Student Data Privacy and Security
7310 Advertising in Schools/Revenue Enhancement

Legal Reference:
IC § 18-1514(6) Obscene Materials — Definitions
IC § 33-512 District Trustees - Governance of Schools
IC18-1517B Children's School and Library Protection Act

Other Reference:
Idaho Commission for Libraries https://libraries.idaho.gov/
The American Library Association https://www.ala.org/advocacy/intfreedom/librarybill
The American Library Association Access to Resources and Services in the School Library

Policy History:
Adopted on: 8/2024
Reviewed on:
Revised on:

Selection of Library Materials 2510

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. The provision of a wide variety of library materials at all ability levels supports the District's school libraries' mission to:

1. Provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty served
2. Provide students with a wide range of educational materials on all levels of difficulty and appealing to a wide range of interests and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view
3. Select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions
4. Select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the American Library Association's School Library Bill of Rights.

Although the Superintendent is responsible for ensuring qualified staff select library materials according to appropriate criteria, ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the Principal in each of the schools. The Principal further delegates that authority to the librarian in the school.

Library materials may include, but are not limited to print books, recordings, digital materials, periodicals, and newspapers, and even equipment. This selection policy and its related procedure shall apply to all types of library materials.
The District's school libraries shall adhere to District policies and procedures related to copyright.

Cross Reference:
2150 Copyright
2500 Library Materials
2530 Learning Materials Review & Reconsideration
4500 Public Gifts/Donations to the Schools
9100 Use and Disposal of School Property
Legal Reference:
I.C. § 33-601 Real and Personal Property-Acquisition, Use or Disposal of the same US Constitution, First Amendment
Other Reference:
Library Bill of Rights: https://www.ala.org/advocacy/intfreedom/librarybill
Idaho Commission for Libraries website: https://libraries.idaho.gov/
The Freedom to Read Statement: https://www.ala.org/advocacy/intfreedom/freedomreadstatement
Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 4/10/19, 4/2022, 12/2022

Selection of Library Materials Procedure 2510p

The selection of library materials is a professional task conducted by the library staff. The librarian shall plan the acquisition of new materials as well as the maintenance and taking of inventory of library materials. This should include review to determine whether materials should be removed as part of the de-selecting process.

In selecting library materials, the librarian or their designee will consider whether they:

1. Fill a gap between the existing collection and the wants of students and staff.
2. Are integral to the instructional goals, curricular, or extra-curricular programs of the school.
3. Are appropriate for the reading level, understanding, and access abilities of students in the school.
4. Reflect the interests and relevant needs of the students and staff.
5. Warrant inclusion in the collection because of literacy, historical, or artistic value and merit.
6. Present information with the greatest degree of currency, accuracy, and clarity possible.
7. Represent a fair and unbiased presentation of information while also representing as many shades of opinion as possible, in order that varying viewpoints are available to students.
8. Reflect a variety of cultural backgrounds.

The librarian will examine materials and consult reputable, professionally prepared selection aids when selecting materials. They shall also seek and consider recommendations of material to acquire from teachers, students, administrators, and other District staff and community members as appropriate. The actual resource will be examined whenever possible.

The librarian shall also consider whether new material formats, such as online databases, eBooks, streaming media, apps, etc., should be added to the library's collections. Factors to consider in the decision include current demand, trends, or growth in demand, and strengths and weaknesses to the format. Accessibility to patrons with special needs should also be considered when purchasing materials.

Special Collections

The District's school libraries may maintain special collections that reflect the unique character and mission of the schools these libraries serve. Each school library may have different priorities within its collections or special collections, and schools with specialized curriculums may have special collections that support those areas. Therefore, if a special collection is needed in a school library, then that school librarian shall work to develop a school-specific selection process providing guidelines for their special collections.

De-Selection

When materials no longer meet the criteria for selection, they shall be removed as part of the de-selecting process. De-selecting is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

The librarian of each school shall be responsible for ensuring the library's collection is reviewed for de-selection regularly in accordance with this procedure. All materials shall be considered for de-selecting based on accuracy, currency, and relevancy. Space limitations, edition, format, physical condition, and number of copies are considered when evaluating materials. The librarian will also consider how frequently an item is checked out or used by members of the school community to determine whether it still provides value. The de-selecting process shall not be used to circumvent the process for reconsidering learning materials described in Policy 2530.

School librarians should develop processes to guide collection maintenance, conduct an inventory of the collection, and review the collection for de-selecting to ensure that materials and resources are available to students and staff and also to manage the collection more efficiently. These processes should include guidance on repair, replacement, and removal of materials.

Discarded materials will be clearly stamped: "WITHDRAWAL FROM PUBLIC SCHOOL LIBRARY" or marking placed on upper-left hand corner of book cover.

Materials will be discarded in compliance with Policy 9100.

Gifts

Gift materials may be accepted in accordance with District policies and procedures on donations and gifts with the understanding that they must meet criteria set for book selection. The school librarian shall evaluate whether a donated item meets the criteria for acceptance and ensure it is added to the collection or discarded according to the criteria in this procedure. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life. Donated materials that do not meet the District's criteria for inclusion in the library collection may be used for other purposes. This may include altering or cutting out portions of the book for art projects or other activities.

When feasible, the school librarian should explain to donors the District's practices regarding accepting and discarding donated materials. School librarians may maintain lists of suggested materials a donor might purchase for the library.

Procedure History:
Adopted on:
Reviewed on: 4/10/19
Revised on: 3/2021, 12/2022

Selection, Adoption, Use, and Removal of Curricular Materials 2520

The term "curricular materials" is defined as textbook; instructional media, including software; audio/visual media; and internet resources.

Curriculum committees will be responsible for ~~to~~ recommending textbooks and major instructional materials for consideration by the Board as curricular materials. This does not include library materials, however, it does include curricular materials that are and are not covered by the state curriculum materials committee.

The Board shall establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District. At least ½ of this committee must be comprised of persons other than public educators and Trustees and shall include parents of a child or children attending a school or schools within the District. All meetings of the committee shall be held in open session and be duly noticed.

The curricular materials adoption committee shall conduct its business in compliance with state open meeting law.

Any person may submit oral or written objections to any curricular materials under consideration.

Recommendations will be made to the Superintendent, with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Enrich and support the curriculum.
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards.
3. Be congruent with identified instructional objectives
4. Provide background information to enable students to make intelligent judgements.
5. Present more than one viewpoint on controversial issues
6. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
7. Depict members of minority groups realistically and in non-stereotypical way.
8. Facilitate the sharing of cultural differences.
9. Be priced appropriately.

Use of Materials

Curricular materials may be made available for loan to students when the best interest of the District and student will be served by such a decision. Students will not be charged for normal

wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Removal
Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review & Reconsideration Process.

Cross Reference:
2500 Library Materials
2510 Selection of Library Materials
2530 Learning Materials Review & Reconsideration
Legal Reference:
I.C. § 33-118A Curricular materials – Adoption procedures
I.C. § 33-512A District curricular materials adoption committees
I.C. § 74-200 et seq. Open Meeting Law
IDAPA 08.02.03.112 Curricular Materials Selection
Procedure History:
Adopted on:
Reviewed on: 3/2021
Revised on: 4/10/19, 7/2020, 12/2022

Learning Materials Review & Reconsideration 2530

Parents/guardians have the right to guide the reading, viewing, and listening of their own children but must likewise give the same right to other parents/guardians. The Board has a constitutional obligation to not remove materials simply because it disagrees with subject matter unless such ideas are in violation of I.C. 18-514. The First Amendment to the US Constitution encompasses not only freedom of share one's views but also freedom to receive information.
Any parent/guardian of a District student, any student, any employee, or may formally challenge a specific learning material item used by the District's educational program. Challenges will only be accepted from individuals belonging to at least one of these groups.
Learning materials, for the purposes of this policy, are not limited to Board approved curriculum but shall also be considered to be any material used in classroom instruction, materials available to students in the classroom, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

The major criterion for deciding whether to keep or remove a challenged resources is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach.
2. The appropriateness of the material's level of difficulty.
3. The appropriateness of the material for the age group(s) with which it is used. Library and classroom materials shall be considered in light of their appropriateness for the oldest students who will have access to them.
4. Whether the material meets the definition of "harmful to minors" provided below.

For the purposes of this policy, the term "harmful to minors" has the meaning provided in IC 18-1514 and I.C. 18-1517B:
"Harmful to minors" includes in its meaning:

1. The quality of any material or any performance or of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:
    a. Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and
    b. Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:
        i. Intimate sexual acts, normal or perverted, actual or simulated; or
        ii. Masturbation, excretory functions or lewd exhibition of the genitals or genital area.

Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors.
No library material shall be removed solely because of the ideas expressed therein.

Informal Process
Any individual identified above who wishes to raise a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.
The staff member shall try to resolve the matter informally through such measures as:

1. Explaining the District's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource.
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use.
3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 2425 Parental Rights.

All informal complaints made to staff members of the District shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. If the complainant wishes to make a formal challenge, the staff member shall direct the complainant to this policy.

Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the principal of the building where the material is used using a form provided by the District. At minimum, the complaint shall reference specific sections of the materials or resources that produced the formal complaint. Vague or incomplete complaints will not be submitted to the learning materials review committee.

Additionally, the District may decline to consider a request for reconsideration of a material that has already been the subject of such reconsideration within the past three years.

The building principal shall forward the form to the Superintendent.

The Superintendent convene a learning materials review committee, who will provide an objective evaluation of the material. The committee shall contain an odd number of members. Members of this committee may include such parties as:

1. Instructional staff who have experience using the challenged resource with students.
2. Other teachers and librarians. If the challenged material was selected by a specific teacher or librarian, that individual will not be selected for the committee. If the District has only one librarian and that librarian selected the material in question, the District may seek to include a librarian from a nearby public library or school district on the committee.
3. Administrators.
4. Parents/guardians of District students including parents whose children have already graduated.
5. Any other appropriate individuals selected by the Superintendent.

A person who has submitted a formal complaint regarding a learning material shall not participate in the review of that item as a committee reviewing the material. If the complainant serves on a standing learning materials review committee, they shall recuse themselves from all committee activities related to review of the material.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by District students, parents/guardians of District students, District employees, and District residents on the material in question. For library materials, the resource in question must be read or reviewed in full by each committee member. For materials that are a part of material used in classroom instruction, the teacher shall present to the committee on its role within the classroom. Passages or parts of the work in context shall not be considered out of context, and the values and faults of the work should be weighed against each other. Decisions about what action to take regarding the material shall be based on the materials as a whole. Where appropriate, the committee may solicit advice or opinion from other District staff and/or relevant professional organizations of librarians, English teachers, or other appropriate professionals.

The committee shall vote on whether the challenged resource should be kept or removed in accordance with the principles set out in this policy or whether some other change should be

made. In the case of library material, it shall include a recommendation to:

1. Retain the material in its original location.
2. Relocate the material to another location, such as a library or classroom that serves older students.
3. Remove the material entirely.

The committee shall prepare a written report of its findings and provide copies to the Superintendent, the complainant, and to staff members who oversee use of the resource, that includes both majority and minority opinions on the learning material or library resource under consideration. The report may differ depending on the type of resources being challenged.

The Superintendent shall review the committee's report. If the material under consideration is part of the District's curriculum, and if the committee votes in favor of removing it from the curriculum, the Board shall review the report, and the Board shall determine whether the challenged resource should be kept or removed or whether some other change should be made.

If the material in question is a library resource, classroom library resource, or other material available to students and not part of the District's Board-approved curriculum, the Superintendent shall determine whether to accept the committee's recommendation or whether some other change should be made. The Superintendent shall notify the complainant of the outcome, including the recommendation of the committee. This decision in this regard may be appealed to the Board.

If an appeal of the Superintendent's decision is made to the Board, the Board has the sole discretion in determining how to handle the complaint review, including but not limited to the Board's option of solely reviewing the committee's report and making a determination or seeking to speak with the parties involved in the complaint during a properly noticed meeting of the Board. The decision of the Board will be final.

Cross Reference:
2425Parental Rights
2500 Library Materials
2510 Selection of Library Materials
2520 Selection, Adoption, Use, and Removal of Curricular Materials
4110 Public Complaints

Other Reference:
Library Bill of Rights: https://www.ala.org/advocacy/intfreedom/librarybill
Idaho Commission for Libraries website: https://libraries.idaho.gov/

Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 4/10/19, 3/2022, 12/2022

Request for Review & Reconsideration of Learning Materials **2530f**

The trustees of Challis School Joint District have established a formal process for eligible parties who wish to submit a learning material reconsideration. For the purposes of this process, learning materials includes:

1. Approved curriculum.
2. Material used in classroom instruction.
3. Library materials.
4. Any materials to which a teacher might refer a student as part of the course of instruction.

This form is required when making a formal complaint. It will then be turned over to the Learning Materials Review Committee.

Before submitting this form, please discuss the resource with the school librarian, in the case of a library resource, or teacher, in the case of a classroom resource.

Please review Policy 2530 before submitting a complaint.

If you object your child using a particular learning material in the classroom, Policy 2425 provides a way to request an alternative resource for your child.

Date: _____
Name: _____
Address: _____
City: _____ State/Zip: _____
Phone: _____ Email: _____

Please check each of the following that describe you:

____ Parent or Guardian of District Student

_____ Current Student

____ District Employee

_____ None of the Above

Please check each of the following that apply:

_____ The material was used as a part of classroom instruction; or

_____ The item was available for check-out in the school Library: or

_____ The item was available in a classroom library.

Please check the applicable box below to help us identify the resource:

_____ Book or E-book

____ Movie

_____ Magazine

_____ Audio Recording

____ Digital Resource

_____ Game

_____ Newspaper

____ Other: _____

Title: _____

Author/Producer: _____

What brought this resource to your attention? _____

Have you examined the entire resource? If not, what sections did you review?

_____

If this is material used in the classroom, were you provided an alternative instructional resource?

_____

Why do you believe this resource should be removed from use in the classroom/removed from the school library?

_____

_____

_____

Do you believe this resource or material meets the definition of "harmful to minor" provided below? (See definition at the end of the form): YES NO

Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

_____

What action are you requesting the committee consider?

_____ Retain the material in its original location; or

_____ Relocate the material to another suitable section, including an area with restricted access requiring parent/guardian permission to access; or

_____ Remove the material entirely.

_____ Other requested remedy: _____

Statutory Definition of "Harmful to Minors" Provided in IC 18-1514 and IC 18-1517B:

"Harmful to minors" includes in its meaning:

1. The quality of any material or any performance or of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:
    a. Appeals to the prurient interest of minors as judged by the average person,

applying contemporary community standards; and

b. Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:
    i. Intimate sexual acts, normal or perverted, actual or simulated; or
    ii. Masturbation, excretory functions or lewd exhibition of the genitals or genital area. Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors.

Signature of Complainant: _____

By signing above, I acknowledge that the information provided here is true and factual to the best of my knowledge, and that the Board of Trustees must take each complaint into account while also ensuring it maintains access to constitutionally protected materials.

Field Trips, Excursions and Outdoor Education 2550

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board. Overnight field trips may be allowed with Board approval only.

Building Principals have the authority to approve all other field trips.

Building Principals shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:
Adopted on: 10/11/04
Reviewed on: 4/10/19, 3/2021
Revised on: 2/14/05

Contests for Students 2560

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Administrator shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The schools shall confine their participation in national contests to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program
2. One that is beneficial to youth in education, civic, social or ethical development
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration
4. One whose subject is not commercial, controversial, sectarian or concerned with propaganda. It must emphasize high moral standards, good citizenship and intellectual competence
5. One from which no contestant shall be excluded because of race, color, creed, sex, or payment of entry fee
6. One which does not place an undue burden on students, teachers or the school, nor requires frequent or lengthy absence of participants from the school
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a “front” for advertising a company name or product

Contests will not be allowed unless they further the educational goals of the District.

Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 4/10/19

Use of Commercially Produced Video Recordings 2570

Purpose

The Board believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work; fair and accurate representation of the facts; the reputation and significance of the writer, director, and performer(s); and critical acclaim of the work itself.

Age Appropriate Movies

Elementary Level: Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Junior High Level/Middle School: Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the junior high/middle school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown. Any segment of an R-rated movie to be shown at the high school requires signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of R-rated movies in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the principal, in writing, the following information on the particular film:

1. Title and brief description;
2. Purpose for showing the movie or video;
3. Course objectives the movie or video will help meet;

4. Proposed date(s) of viewing;
5. When and how parents will be notified and how, if necessary, consent will be obtained; and
6. Audience rating (G, PG, PG-13).

Copyright
All District employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy;
6. The showing complies with Policy 2150 and Procedure 2150P - Recorded Programs from Network and Cable Television: Teachers may only show programs recorded from network and cable television channels, in a manner that complies with federal copyright law and administrative rules.

Other Organizations Using School Facilities
In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if the District itself has a Public Performance Site License from Movie Licensing USA. School districts without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a District facility. Once licensed, the District may exhibit movies copyrighted by the studios so long as they are secured from a legal source, such as a video rental service, school library, media center, or a personal collection.

Cross Reference:
2150 Copyright
Legal Reference:
USC TITLE 17 Copyrights
Other References
ISBA Policy Services https://www.idsba.org/member-services/policy/
Policy History:
Adopted on: 3/2022
Revised on: 7/2026
Reviewed on:

2570F

Parental Movie Opt-Out/Consent Form

The Challis School District Board of Trustees believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the Challis School District Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Parental Opt-Out Form for Movies, Videos, etc.

I, _____, parent/guardian of _____, request that my child be removed from class and/or student activities when the following movie(s) or video(s) is/are shown:

_____

_____

_____

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him or her view it/them.

_____ _____

Date Signature of Parent/Guardian

Use of Animals in Educational Programs 2580

Animals may be brought into the school setting for educational purposes only in accordance with the policies of the District and the procedures established by the Superintendent and/or building principal with regard to the presence of animals.

This policy does not apply to service animals. Students', guests', and/or employees' use of service animals is handled in accordance with applicable state and federal laws and District Policy. Likewise, Police and SRO K-9 use is handled in accordance with applicable school search policies and regulations.

To protect students and staff, the following applies to animals brought into the school facilities for educational purposes. The District's Superintendent and/or building principal may place additional guidelines or restrictions upon the presence of specific animals in the school setting. Further, the presence of any animal, whether regularly or periodically housed in a classroom or brought into the school for an isolated or singular visit, requires timely pre-approval from the building principal.

Animals Regularly or Periodically Housed in Classrooms

1. No animal shall be housed in any school classroom without pre-approval of the building principal.
   A. A classroom teacher seeking to house an animal in the classroom shall submit such request in writing explaining the educational purpose of having an animal(s) in the classroom setting. A separate form must be provided for each animal to be housed in a classroom. All information sought on such form must be completed fully and accurately, to the best of the employee's knowledge.
   B. The teacher signing this request application is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.
2. Prior to exposing any student to a live animal in the classroom, the supervising teacher shall provide written notification to all parents, including a copy of Form 2580F Student Permission Form for Exposure to Animals to obtain parental/guardian consent.
   A. Copies of all such completed Student Permission Forms shall be maintained in the classroom by the supervising teacher with a copy provided to and maintained by the building administration.
   B. The supervising teacher shall consult with any parent/guardian with regard to students who are immunocompromised or have allergies, asthma, or other health concerns relating to contact or proximity to animals.
3. The supervising teacher who has been granted permission to house (an) animal(s) in the classroom shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.
4. Any student handling any animal must be directly supervised by the supervising teacher.
   A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle a classroom animal.
   B. Handling of any animals should be age appropriate, considering the disease-related risks of certain animals (i.e. hamsters, guinea pigs, and gerbils –

Salmonella bacteria and Lymphocytic choriomeningitis virus; reptiles and amphibians - Salmonella bacteria; farm animals – E. coli, Salmonella, Campylobacter and Cryptosporidium).

C. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the building principal and assuring the student is directed to the school's office for appropriate medical care.
    1. If appropriate, a District accident/injury report will be completed.
    2. The school's personnel shall notify the student's parent/guardian.
    3. If appropriate, personnel shall notify public health officials.
    4. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.

5. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.
6. Animals shall be displayed in enclosed cages or tanks or under otherwise appropriate restraints.
    A. Upon placement in the classroom, the building principal shall inspect the enclosure and ensure that it meets standards for safeguarding the health and welfare of students.
    B. Under no circumstances shall any student be allowed to clean any enclosure, cage, tank/aquarium, or other holding enclosure for any classroom animal or touch or otherwise come into contact with the materials that have been removed from any cleaned enclosure, cage, tank, aquarium, or other holding enclosure.
    C. Under no circumstance shall any student be allowed to touch or come into contact with any animal waste.
7. Animals must be clean and free of intestinal parasites, fleas, ticks and mites.
8. Animals shall not be brought in or obtained from the wild. If sought by the building principal, the supervising teacher shall provide proof of purchase or proof of transfer of the animal in question.
9. Animals maintained in a school classroom shall not have access to or contact with wild animals.
10. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.
11. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.
12. Absent pre-approval from the Building principal, food for animals must be stored in air-tight closed containers, preferably hard plastic.
    A. Feeding of classroom animals shall not occur in the presence of any student.
    B. The supervising teacher and the building principal shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
    C. The supervising teacher shall agree with the directive of feeding of the animal or the animal shall not be permitted to be present at school.
    D. No "live-feeding" shall occur in the school setting.

13. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.
    A. The supervising teacher, building principal, and custodial personnel shall confer, at the time the animal comes into the school setting, regarding any necessary precautions for cleaning and maintenance in the classroom and/or around the animal or addressing animal waste.
    B. The supervising teacher shall be responsible for the disposal of animal waste, using appropriate plastic bags and disposable gloves and sanitary cleansers.
14. Prior to the animal being brought into the classroom, the supervising teacher is responsible for assuring that no special permits, licenses, or other requirements (i.e. health/medical certification or examinations) are necessary to own and house the animal. If a permit, license, or other requirement does exist associated with the animal, it is solely the supervising teacher's responsibility comply with such requirements and to provide the building principal with a copy of documentation assuring compliance. Any animal not in compliance shall not be brought into the school's setting. Any health care records associated with the animal shall be maintained in the classroom and is the responsibility of the supervising teacher.
15. At the commencement of each school year the building principal shall be responsible for cataloging any and all animals that are present in classrooms.
    A. Should a new animal be brought into the school setting, or an existing animal leave the school setting, the supervising teacher is responsible for notifying the building principal.
    B. The building principal is responsible for providing a copy of the animal catalog to the Superintendent.
16. No animal shall be transported on any school bus.

Visiting Animals to the Schools

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the building principal no less than five school days prior to the scheduled event.
2. To seek approval, a written request must be submitted to the principal including the following:
    A. The date and activity in question.
    B. Detail as to the relevance of the animal to the educational program.
    C. The animal(s) requested to be allowed on school property.
    D. Information as to how the health and safety of students, school personnel, and the animal will be addressed; and
    E. Copies of current health records and/or proof of current vaccination, as applicable (as detailed herein).
3. All animals must be housebroken.
4. The animal's owner agrees to hold the District, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible only after having obtained written pre-approval from the building principal.

A. In order to obtain principal approval, the classroom teacher must submit a written request providing details as to the behavior study to be conducted, the manner and details of the study, and how the health and welfare of students and the animal will be safeguarded.

B. Such request shall be submitted no later than five school days prior to the desired start of the behavior study.

2. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.
   A. Prior to scheduling any educational dissection, the classroom teacher shall confer with the building principal to address the scheduling and approval of the educational activity. Such discussion shall occur no later than 15 days prior to the scheduled classroom activity.
   B. All dissection of animals and the parts of dissected animals shall be confined to the classroom.
   C. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:
   A. Inherently dangerous animals.
   B. Any venomous or toxin producing animals.
   C. Aggressive or unpredictable animals.
   D. Stray animals or animals with no health or vaccination history.
   E. Mammals at high risk for having or transmitting rabies; and
   F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e., Snapping Turtle, Read Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).
2. The building principal may prohibit any animal from being present upon the school's property on a case-by-case basis.

Health and Vaccination Requirements

1. Prior to bringing certain animals into a school building, current health records and/or proof of current vaccinations may be required as follows:
   A. Cats: A health certificate from a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.
   B. Dogs: A health certificate from a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPVI), parvovirus, Bordatella, and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months. The District may also request proof of current licensure of the dog.

C. Ferrets: A health certificate from a licensed veterinarian showing proof of current vaccination against rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.
D. Psittacine Birds (parrots, parakeets, budgies, and cockatiels): A health certificate from a licensed veterinarian showing proof of treatment or negative test results for psittacosis (avian Chlamydiosis).

2. The Superintendent shall make the final determination as to whether or not any animal may be present upon school property. When making such a determination the primary factor of consideration shall first be the health and welfare of students.

Cross References:
§ 2340 Controversial Issues and Academic Freedom
§ 2345 Speakers in the Classroom and at School Functions
§ 2375 Service Animals in Schools
§ 3370 Searches and Seizure

Legal Reference:
I.C. § 33-6001 Parental Rights

Policy History:
Adopted on: 5/2022
Revised on:
Reviewed on:

Student Permission for Exposure to Animals 2580F

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____ Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On ___*(insert date)*___, the following animal(s) will visit my classroom for educational purposes:

☐ Cat ☐ Guinea Pig ☐ Hamster ☐ Mouse
☐ Bird ☐ Dog ☐ Reptile or amphibian ☐ Gerbil
☐ ☐ Ferret ☐ RabbitRat ☐ Other_____

The following animals are prohibited in schools:

1. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians).
2. Wild or exotic animals.
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes).
4. Non-human primates.
5. Stray animals.
6. Aggressive or unpredictable animals.
7. Any animal in the Idaho Invasive Species List; and
8. Any animal considered inherently dangerous.

The building principal or designee will ensure that the District's policies and procedures for the use of animals in education programs are followed. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and will appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste.**

Please complete and return this form to me by ___*(date)*_____. If you have any questions or concerns, please feel free to contact me at _____*(insert contact information)*___.

To Be Completed by Parent/Guardian:

☐ I **do** permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.

☐ I **do not** permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

_____
Parent/Guardian Name (*please print*)

_____ _____
Parent/Guardian Signature Date

Parent/Guardian Name (*please print*)

_____ _____
Parent/Guardian Signature Date

Note: If only one parent/guardian signs this form, please certify the following:

I, _____ (parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s).

District Procedure on Dissection of Animals 2580P

Actor	Action	Time
Superintendent	Keeps a catalogue provided by building principals of all schools that house animals in schools.	Continuously
Building Principal	Reviews requests to have animals housed in classrooms; approves or denies requests and reports back to teacher. Ensures that students objecting to dissections have the right to refrain, and the availability, if any, of an alternative. Reviews proof of purchase or transfer from supervising teacher of the animal to ensure it was not obtained from the wild. Works with the supervising teacher to confer on the manner and method of storage and feeding for the animal. Reviews permit, license, or other requirement associated with the animal, when applicable. Catalogs any and all animals that are brought into classroom. Provides catalogue to Superintendent. Reports any injury to parent/guardian and oversees any procedure of removing animal from the classroom if necessary. Identifies: 1. Which, if any, courses contain a dissection project, and 2. The available alternative projects. Reports this information to the building principal. "Dissection" includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving,	Annually, when course offerings and descriptions are distributed to students

	or mounting of: 1. Meat or other animal products that have been processed for use as food or in the preparation of food, or 2. Wool, silk, glue, or other commercial or artistic products derived from animals. Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty.	
Students	Notifies supervising teacher and building principal if they have difficulties associated with in-classroom animal. If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project;	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously

Supervising Teacher	Submits request to have a live animal in the classroom to building principal; provides proof of purchase/transfer as well as up to date vaccination and medical records of the animal; Complies with any licensure or permit requirements. Provides student permission forms and provides copies to students; consults with parents/guardians with regard to students who may have health concerns related to contact with or proximity of animals. Acts as primary caretaker of the animal; Provides formal classroom instruction to students regarding best sanitary and safety practices. Work with building principal to create procedures for the storage of food and feeding of animal. Properly disposes of animal waste. Reports any changes in location of the animal to the building principal. Reports injury caused by animal to building principal and directs student to appropriate medical care.	Annually Annually Continuously

Procedure History:
Promulgated on: 5/2022
Revised on:
Reviewed on:

Promotion/Retention (K-6) 2600

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the District that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, and social/emotional status. It is our philosophy to promote students who fulfill academic requirements and demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to fulfill those academic requirements, to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent/guardian insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

For a student to be retained by the District, the regular classroom teacher must notify the student's parent/guardian of the possibility of retention on or before Spring Parent-Teacher Conferences.

Policy History:
Adopted on: 10/11/04
Reviewed on:
Revised on: 5/14/07, 8/8/11, 4/10/19, 3/2021

Promotion/Retention (7-8) 2605

Challis Jr. High School Completion Requirements

The District has established a set of advancement requirements for 7-8 grade students which will act as a guide in helping students methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the district.

1. To advance to 7th grade students must meet exit standards for 6th grade students and follow the District attendance policy upon leaving 6th grade.
2. Jr. High Completion Requirements (21 credits)

Classes	Cr.	Classes	Cr.
7th English	2	8th English	2
7th Math	2	8th Math	2
7th Social Studies	2	8th Social Studies	2
7th Science	2	8th Science	2
7th Reading	2	8th Computers	1
PE	1	8th Careers	1

(21) Required Credits
(7) Elective Credits

(21) Credits of (28) possible credits

3. To advance to the 9th grade, students must earn at least 21 credits attempted in 7th and 8th grades as outlined above and follow the District's attendance policy. Students must also meet the 8th grade mathematics standards.
4. Students who have failed courses attempted in 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) using one or more of the following options:
   - By retaking a required course that is offered and does not conflict with other required courses that semester.
   - During an elective class within the semester using IDLA
   - Correspondence course through BYU-Independent Study, IDLA or from an accredited program researched by the parent. Parents or guardians are responsible for all tuition and other associated fees for any course not taken during the regular school day.
5. It should be noted that the administration reserves the right to move a student on to 9th grade due to age, or other factors.

Additionally, unless the student's parent/guardian provides the District with a written request that the plan not be developed, the student must develop a career pathways plan which outlines the student's plans for high school and beyond as required by IDAPA 08.02.03.104.02.a. The District shall make a good faith effort to notify each student's parent/guardian of their responsibility for assisting in the development and approval of the student's career pathways plan. Each year following the development of the plan until the

student graduates or leaves the District, the policy shall be reviewed by

1. The counselor, student, and their parent. A copy of the plan will be provided to the parent to review, sign, and return to the District. If any modifications are made to the plan, the student's parent shall be provided with a revised copy of the plan.

Students who have failed more than 20 percent of the courses attempted in 7th and 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer online.

Cross Reference:
2600 Promotion/Retention
3050 Attendance Policy
Legal Reference:
IDAPA 08.02.03.107 Middle Level Credit System
IDAPA 08.02.02.104 Career Exploration Instruction
Other Reference:
ISBA Policy Services https://www.idsba.org/member-services/policy/
Policy History:
Adopted on: 5/14/07
Reviewed on:
Revised on: 12/10/07, 4/11/11, 4/10/19, 7/2020, 3/2021, 7/2022, 8/2023, 6/2024, 3/2026

Advancement Requirements (9-12) 2610

The District has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be from an accredited school recognized by the State Board of Education, must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school
2. To advance to the 10th grade, students must earn at least 12 credits in 9th grade, four credits of which must be in English, math or science.
3. Failure to pass a 9th grade English, math or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.
4. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer
5. A student who is retained in the 9th grade would normally have to repeat all classes. However, the junior and senior high Principal may allow the student to take one or more advanced courses.
6. Students may be retained at each grade level if the following year requirements are not met by August 30:
    a) A minimum of 12 credits is required for advancement into the 10th grade
    b) A minimum of 24 credits is required for advancement into the 11th grade
    c) A minimum of 34 credits is required for advancement into the 12th grade

Cross Reference:
2700 High School Graduation Requirements
Legal Reference:
I.C. § 33-512C Encouragement of Gifted Students
IDAPA 08.02.03.105 High School Graduation Requirements
IDAPA 08.02.03.107 Middle Level Credit System
Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 11/9/10, 4/10/19

Grading and Progress Reports 2620

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

All grades shall be updated and recorded in the student information system by Monday evening of each week. Teachers are encouraged to plan ahead and record future assignments in the student information system.

A student who has finished a class but has yet to complete all of the required class assignments and/or examinations shall receive an incomplete on his/her report card at the end of the grading period. If, two weeks after the grading period, the required assignments and/or examinations remain unfinished, the student shall receive a permanent grade of "F", signifying that the student has failed to meet the requirements of the course. Extensions of the two-week period may be granted by the building Principal or Superintendent of Schools only under special circumstances.

A student who has finished all required assignments and/or examinations for a course, but who fails to meet the attendance requirements set by the Board of Trustees, shall receive an "NC' on his/her report card at the end of the grading period. When calculating grade point averages, “NC” will be averaged in as a grade of “F”.

The following grading system will be used for recording student marks in their permanent files and the assigned values will be used when figuring grade point averages and class ranking.

Grade point averages are computed by assigning letter grades the following values:

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Pass/fail grades received in class will not be used to calculate grade point averages and will not affect selection of valedictorian and salutatorian.

A notice of deficiency will be mailed to parents of students who are either failing or receiving a "D" grade. Notices may be mailed anytime during the nine-week grading period in which a student's progress is unsatisfactory.

Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 5/8/13, 4/10/19, 1/2022

Parent-Teacher Conferences 2625

Parent-Teacher Conferences have been adopted by the District as a means of reporting student progress to parents in K - 12 grades. These conferences are to serve as a two- way method of communication whether it is face-to-face, video conference, phone calls and/or emails for the benefit of the child. They should not necessarily be confined to reporting but may be planned for any occasion that will be helpful to the teacher, the child, and the parent(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History:
Adopted on: 7/2005
Reviewed on: 4/2019, 3/2021
Revised on: 5/2024

Homework 2630

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development.

Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

Policy History:
Adopted on: 10/11/04
Reviewed on: 4/10/19, 3/2021
Revised on:

Credit Transfer and Assessment for Placement for Students from Non-Accredited Private Schools, Including Homeschool 2650

Grades 9-12
Requests for transfer of credit or grade placement from any non-accredited, nonpublic school, including homeschool, will be subject to examination and approval before being accepted by the District. This will be done by the receiving school's counselor or principal or, in the case of homeschools, by a credit evaluation committee consisting of a counselor, a staff member from each subject area in which credit is requested, and a school principal.
The credit evaluation committee will:

1. Document that the student has spent approximately the same number of classroom hours in homeschool as would have been spent in a regular class in the District.
2. Document that the student followed a curriculum essentially similar to that of a course for which credit is requested.
3. Document that in the event of a credit request is a lab, career technical, or music course, equipment and facilities were sufficient to meet required learning activities of the course; and
4. Require that a student has satisfactorily passed, in all courses in which a final exam normally is given, a final exam prepared and administered by a staff member in the District.

Credit from homeschools will be accepted only when a like course is offered in the District.

When the District grants credit for a course, the school transcripts will record courses taken in homeschools or non-accredited schools, including the title of the course, the school where the course was taken, and the grade the student received.

When calculating class rank, only courses taken in an accredited school will be used.

Grades 1-8
Requests from parents/guardians of students in non-accredited, nonpublic schools, including homeschool, for placement in the District school system will be evaluated by an assessment-for-placement team. That team will include: A school principal, one teacher of the grade in which the student is being considered for enrollment; and counselor.

1. The assessment-for-placement team will cause the District-adopted norm-referenced test and/or an end-of-course assessment to be administered and scored. The assessment-for-placement team will take into account the following in its recommendation for grade placement.
2. Documentation that the non-accredited, nonpublic school has provided a number of hours comparable to the number of hours the student would have attended in a public or accredited private school.
3. Whether the student followed a curriculum similar to one that would have been provided in an accredited public or private school.
4. Whether the result of the end-of-the-year test indicates the student has mastered the skills the District team considers to be required; and
5. Whether the student achieved a National Counselor Examination (NCE) score of 40 or above on the Idaho Standard Achievement Test, or similar state assessment for students coming from out-of-state.

Parents/guardians of students in homeschools are encouraged to maintain a log documenting dates of instruction, content of instruction, amount of time spent on that instruction, scores on tests, and grades in all activities.

The District is not obligated to provide instructional materials for other public or private schools.

If a parent/guardian is not in agreement with the placement of the student, they may request a hearing before the Superintendent within 15 days of the decision. The Superintendent shall inform the parent/guardian of their decision within ten days of the hearing and may overrule the decision of the committee. The Superintendent's decision shall be final.

Policy History:
Adopted On: 6/2024
Reviewed on:
Revised on: 2/2025

High School Graduation Requirements 2700

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades nine through 12th. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

To graduate from Challis High School, a student must have satisfactorily completed four years of attendance in grades nine through 12th. Highly unusual exceptions may be considered by the Principal, such as a student exchange program in a recognized school.

A student who has an Individualized Education Program (IEP) shall satisfy those competency requirements which are incorporated into the IEP. Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross Reference:
2435 Advanced Opportunities
2460 Extended Learning Opportunities
2470 Self-Directed Learners
2700P High School Graduation Requirements
Legal Reference:
I.C. § 33-4601, *et seq*. Advanced Opportunities
I.C. § 33-6101 et seq. Opportunities for College and Career Ready Students
I.C. § 33-1614 Financial Literacy
I.D.A.P.A. 08.02.01.250.02 Required Attendance
I.D.A.P.A. 08.02.01.350 Early Graduation
I.D.A.P.A. 08.02.03.105 High School Graduation Requirements
Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 4/10/1, 3/2022, 7/2022, 7/2023

High School Graduation Requirements 2700p

Publication of Graduation Requirements

Prior to registering in high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of 48 semester credits in order to complete graduation requirements. One credit shall be equal to 60 hours of instruction. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction required by the State of Idaho is30 semester credits:

Secondary Language Arts and Communication - 9 credits

- English (language study, composition, literature) = 8 credits
- Speech or Debate = 1 credit

Mathematics - 6 credits*

- Algebra I or Integrated Math 1 (or meets Algebra I standards) = 2 credits
- Geometry or Integrated Math 2 (or meets Geometry standards) = 2 credits
- Secondary Mathematics of the student's choice = 2 credits

Students must take a math course their 9th, 10th, and 11th grade year. If the student plans to enroll in higher education after high school graduation, they will be required to take a math course their senior year.

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, may be counted as mathematics credit.

**Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit*

Science - 6 credits*

- Secondary Science

*(4 credits shall be required from at least two of the four content areas: physics, chemistry (physical science), earth and space or life science. An additional two credits may include applied sciences, physics, chemistry, earth and space science, life science, engineering or computer science. Students who choose to take computer science and dual credit engineering may not concurrently count such courses as both mathematics and science credit.)

Social Studies – 7 credits

- Government = 2 credits
- US History A (10th grade) = 2 credits
- US History B (11th grade) = 2 credits
- Economics and Financial Literacy = 1 credit

Fine Arts or World Languages- 4 credits

- Interdisciplinary humanities, visual and performing arts, or;
- Foreign language

*Literature, history, philosophy, architecture, or comparative world religions may satisfy this requirement if the standards of the course are aligned to Interdisciplinary Humanities content standards.

Health/Wellness = 2 credits*

- Health
  *Course must be aligned to the Idaho Health Content Standards
  Each student shall receive a minimum of one training on CPR training as outlined in the American Heart Association Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.
- PE

Digital Literacy (starting with the class of 2028) **= 1 credit**
Electives/Other College Preparation = 12 credits

Future Readiness Project
All four major components must meet requirements in order for students to satisfactorily complete the Senior Project graduation requirement.

1. Portfolio
2. Research Paper
3. Project
4. Presentation

Jr. High School Credit
If a Jr. High school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for that course. The student shall be given a grade for the successful completion of that course, and their grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The student's parent/guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent/guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in Jr. High school, unless the student is a participant in the Advanced Opportunities Fast Forward Program.

Localized Pathway
The Board directs the Superintendent to establish and post on the District's website two localized pathways by June 30, 2026. Each pathway will be a framework of locally provided offerings that identify core and elective credits, assessments, and other opportunities aligned to post-secondary outcomes.

Civics Test
All secondary students must successfully pass the civics test or alternate path. In the policy, "civics test" means the 100 questions used by officers of the United States Citizenship and Immigration Services as a basis for selecting the questions posed to applicants for naturalization until the

beginning in the 2026-2027 school year. Starting at that time, the District will instead administer the new civics test adopted by the State Board of Education.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived except as outlined in the Early Achievement of College/Career Readiness and Flexible Schedule portion of this policy. However, in rare and unique hardship circumstances, the Principal may recommend, and the Superintendent may approve minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs. Possible examples include summer school, university courses, correspondence courses, online/virtual courses, career-technical courses, work-based learning opportunities, extended learning opportunities.

Credit for work experience may be offered when the work program is a part of and supervised by the school and, in the case of activities awarding credit for core academic courses, meets the required Idaho Content Standards.

All classes attempted at Challis High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.20 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

Class Rank is compiled from course grades. Courses not eligible for inclusion when calculating the GPA such as pass/fail courses, are designated with an asterisk on the report card.

Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the

Board for endorsement and approval at the end of the semester preceding the requested graduation date.
Students must declare early completion prior to the start of their 11th grade year.

Early Achievement of College/Career Readiness and Flexible Schedule
A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age.
2. Maintains a cumulative 3.5 grade point average.
3. Obtains permission from a parent/guardian, if under the age of 18.
4. Achieves a college and career readiness score.
5. Files the following with the school:
    A. Notification of their intent to take a flexible schedule OR graduate early.
    B. The student's participation portfolio; and
    C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule or early graduation.
6. Completes the following:
    A. The required civics test.
    B. The economics credit, government credits, and Future Readiness Project required to graduate. A student's Future Readiness Project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or course courses selected by the student which are available within the District;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may be modify their plan with the approval of the student's parent/guardian.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Participation in graduation ceremonies is a privilege extended to students. Students may be denied the right to participate.

Cross Reference:
2435 Advanced Opportunities
2435f Advanced Opportunities – Participation Form
2440 Online Courses and Alternative Credit Options
2460 Extended Learning Opportunities
2610 Advancement Requirements (9 through 12)
2705 Military Compact Wavier
2710 High School Graduation Requirements -Specialty Diplomas
2710 Alternative Measure to the ISAT
Legal Reference:
IC 33-1614 Financial Literacy
IC 33-4601 Advanced Opportunities – Definitions
IC 33-6101 Opportunities for College and Career Ready Students
IDAPA 08.02.250.02 Required Attendance
IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 High School Graduation Requirements
Procedure History:
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Reviewed on:
Revised on: 7/2005, 11/2007, 4/2019, 11/2019, 7/2020, 3/2021, 8/2021, 3/2022, 8/2022, 7/2023, 9/2023, 5/2024, 2/2025, 2/2026

Graduation Requirements For Transfer Students 2701

In an attempt to adjust Challis Joint School District #181 graduation requirements so as not to work a hardship on transfer students who have attended schools that have less than seven periods each day, the following policy will be effective immediately: "All students must meet all requirements of the Idaho State Department of Education and in addition must have acquired passing grades in 92 percent of the possible classes that they could have taken in the regular school day for which they were registered.

Home Instruction Credit

As the Department of Education has given the authority to grant or reject credit earned through home instruction course to the local District, the following criteria will be used to assess said credit:

1. The student petitioning for acceptance must enroll in Challis High School by the beginning of the eleventh (11th) grade.
2. The student must meet minimum requirements on Statewide Achievement Testing before final acceptance will be granted i.e.: within one (1) standard deviation of the mean on the Test of Achievement and Proficiency (TAP) and three (3) on the Direct Writing Assessment.
3. The student must present a "transcript" of home taught courses with exact course names, hours taught, grades, etc. This document will be used to evaluate and to determine which classes would be required and how many credits would be needed for graduation for CHS. It is suggested that home schools use certified correspondence courses of District-approved curriculum, and certified teachers to insure that essential skills are being addressed.
4. Home schools should be aware that Idaho law requires that anyone receiving any diploma (GED included) must have successfully completed a course in U.S. Government.

Procedure History: Promulgated on:
10/11/04
Reviewed on: 3/2021
Revised on: 4/10/19

Military Compact Waiver 2705

The State of Idaho is one of numerous states across the country that are members of the Interstate Compact on Educational Opportunity for Military Children. As a school district within the State of Idaho subject to the laws of the State of Idaho, the District shall follow the requirements of the Compact when enrolling students for students who enroll at the District for whom the Compact applies.

Purpose
The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing

1. Timely student enrollment.
2. Student placement.
3. Qualification and eligibility for curricular, co-curricular, and extracurricular programs.
4. Timely graduation; and
5. The facilitation of cooperation and communication between various member states' schools.

Applicability
This Compact applies only to children of:

1. Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Services.
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Educational Records and Enrollment
Hand Carried/Unofficial Educational Records: In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, the District shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.
Official Educational Records/Transcripts: At the time of enrollment and conditional placement of a qualifying student at the District, the District shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten days, or within the timeline determined to be reasonable by the Interstate Commission.

Immunizations: The District shall provide a period of 30 days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the District. Where the District's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission. Exemption from these immunization requirements is available as described in Policy 3525 and IC 39-4802.
Kindergarten and 1st Grade Entrance Age: Students shall be allowed to continue their enrollment at grade level at the District, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section IC 33-201 regarding attaining the age of five on or before the first day of September for enrollment in kindergarten and attaining the age of six on or before the first day of September or having attained the age of five and having completed a private or public out of State kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in the District, at the receiving school, regardless of age.

A student who is transferring into the District after the start of the school year shall enter the District on the student's validated grade level from an accredited school in the sending state.
Placement and Attendance
Course Placement: Upon transfer of a qualifying student, the receiving District shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.
Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.
Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).
Educational Program Placement: The District shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.
Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student.

Special Education Services: In compliance with the federal requirements of the Individuals with Disabilities Education Act, the District, as the receiving school, shall initially provide comparable services to a student with disabilities based on their current Individual Education Plan.
In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act, the District, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with their existing 504 or Title II Plan.
This does not preclude the District, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.
Placement Flexibility: The District's administration shall have the flexibility to waive course and

program prerequisites or other preconditions for placement in courses and programs offered by the receiving District.
Absences Relating to Deployment Activities: A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with their parent/legal guardian relative to such leave or deployment of the parent/guardian.
Eligibility
Eligibility for Enrollment: A special power of attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.
The receiving District shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.
A transitioning military student, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which they were enrolled when residing with the custodial parent.
Eligibility for Extracurricular Activity Participation: The District shall facilitate the opportunity for transitioning military students' inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.
Graduation
In order to facilitate the on-time graduation of children of military families, the receiving District shall follow this process incorporate the following procedure:
Graduation Course Requirements – Waiver: The receiving District's Administration, through the Superintendent or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.
If the District does not waive the specific course requirement for graduation, the District shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.
If the receiving District does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving District shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.
Exit Exams: In lieu of testing requirements for graduation at the receiving District, the District and the State of Idaho shall accept any or all the following:

1. Exit exams or end-of-course exams required for graduation from the sending school.
2. National norm-referenced achievement tests; or
3. Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving District for a student transferring during their senior year, subsection 3, below, shall apply.
Transfer During Senior Year of High School: Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving District after all alternatives have been considered, the sending school and the receiving District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.
In the event that one of the states in question is not a member of this Compact, the member state

shall use its best efforts to facilitate the on-time graduation of the student.

Conflicts

All state laws and District policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving District, through its administrative agents, shall timely cooperate with all State agency inquiries and other District or school inquiries relating to a student who is covered by the Compact.

Cross Reference:
2700 High School Graduation Requirements
3525 Immunization Requirements

Legal Reference:
IC § 33-5701 Interstate Compact on Educational Opportunity for Military Children
IC § 39-4802 Immunization Exemptions
IDAPA 08.02.03.105 High School Graduation Requirements

Policy History:
Adopted On: 6/2024
Reviewed on:
Revised on:

High School Graduation Requirements Specialty Diplomas 2710

STEM Diploma

The Board may award a STEM Diploma to every student enrolled in the District who meets the requirements of graduation established by the District and also completes the following:

1. Eight credits in mathematics
2. Eight credits in science
3. Five credits in the students' choice of any or all subjects of science, technology, engineering, or mathematics taken through IDLA when not offered at Challis Jr. Sr. High school

The official transcript will indicate the specific courses taken and level of achievement.

Workforce Readiness and Career Technical Education Diploma

The Board may award a Workforce Readiness and Career Technical Education Diploma to every student who successfully completes all minimum graduation requirements as well as the following:

1. Successfully passed a technical skill assessment;

2. Successfully passed the workplace readiness assessment; and

3. Demonstrated competency in career technical education program standards as identified with "Skillstack" or a successor program and earned the workforce readiness badge or an industry certification approved by the Division of Career Technical Education for this purpose.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate. A student may earn their last year of Math and English credits through a practical math or technical writing course.

Each student is encouraged to earn a relevant industry certification.

Cross Reference:
2700 High School Graduation Requirements
2700P High School Graduation Requirements

Legal Reference:
I.C. § 33-523 STEM Diploma
I.C. § 33-526 Workforce Readiness Diploma
I.D.A.P.A. 08.02.01.250.02 Required Attendance
I.D.A.P.A. 08.02.01.350 Early Graduation
I.D.A.P.A. 08.02.03.105 High School Graduation Requirements
I.D.A.P.A. 08.02.03.1802 STEM Diploma Math Exemption

Policy History:
Adopted on: 4/10/19
Revised on:
Reviewed on: 3/202, 8/2021

Participation in Commencement Exercises 2720

Statement of Policy

A student's right to participate in the commencement exercises of the graduating class at Challis High School is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. They are required to be enrolled full-time in their senior year at Challis Jr. Sr. High School. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within the District. The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The Principal shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution or the laws of the state of Idaho.

Legal Reference:
United States Constitution-1st Amendment
Art. IX, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited
I.C. § 33-1603 Sectarian Instruction Forbidden
I.C.§ 33-512 Governance of Schools
I.C. § 67-5909 Acts Prohibited

Policy History:
Adopted on: 10/11/04
Reviewed on: 3/2021
Revised on: 7/11/05, 4/10/19, 7/2023

Accreditation Objectives 2800

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the standards of the Northwest Accreditation Commission for secondary education, serving grades 9 through 12, as required by law. Accreditation is voluntary for elementary schools, grades K through 8.

The District will timely submit an annual all accreditation reports to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from elementary through secondary school.

The Superintendent is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. Placement of a student at the student's functional level
2. Learning materials and methods of instruction considered to be most appropriate to the student's needs
3. Evaluation to determine if the desired student outcomes have been achieved

Each year, the Superintendent shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal Reference:
I.C. § 33-119 Accreditation of Secondary Schools – Standards for Elementary Schools
IDAPA 08.02.02.140 Accreditation
Policy History:
Adopted on: 10/11/04
Reviewed on: 4/10/19, 3/2021
Revised on: 9/08/08, 3/2022